

Walden University

Catalog

Program Curricula
Course Descriptions
Faculty and Administration

Walden University
Catalog
2009–2010

WALDEN UNIVERSITY

www.WaldenU.edu/catalog

Walden University

Catalog

2009–2010

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Walden University is accredited by The Higher Learning Commission and a member of the North Central Association, www.ncahlc.org; 1-312-263-0456.

Walden University practices a policy of nondiscrimination in admission to, access to, and employment in its programs and activities. Walden does not discriminate on the basis of race, color, sex, age, religion or creed, marital status, disability, national or ethnic origin, socioeconomic status, sexual orientation, or other legally protected status.

Walden is committed to providing barrier-free access to its educational services and makes appropriate and reasonable accommodations when necessary. Students requesting accommodations per the Americans with Disabilities Act (ADA) must contact the Office of Disability Services at disability@waldenu.edu.

This publication represents current curricula, educational plans, offerings, requirements, tuition, and fees. These may be modified or discontinued from time to time in the university's sole discretion to carry out the university's purposes and objectives. Neither the provisions of this document, nor the acceptance of students through registration and enrollment in the university, constitutes a contract or an offer of a contract.

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

—Walden University Mission

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2009–2010

Introduction

The 2009–2010 *Walden University Catalog* is the primary resource for academic information, including official curricular requirements, for Walden University graduate and undergraduate students. The *Walden University Catalog* is available electronically only at www.WaldenU.edu/catalog. Updates are made quarterly. Students are encouraged to routinely check the site for new or supplemental information. Students should contact a member of the Academic Advising Team or the program directors for clarification of specific academic program requirements.

Students who are admitted for, and enrolled during, the 2009–2010 academic year are subject to the degree requirements described in this *Walden University Catalog*. The university reserves the right to change any provision, offering, requirement, or fee at any time within the student's enrollment period.

For information on academic policies and procedures, academic and student resources, and financial services policies for Walden students, see the current *Walden University Student Handbook* online at www.WaldenU.edu/handbook.

Neither the provisions of this *Walden University Catalog* nor the acceptance of students to the university through the admission, enrollment, and registration processes constitutes a contract or an offer of a contract. The university further reserves the right to require a student to withdraw from the university for cause at any time.

Accreditation

Walden University is accredited by The Higher Learning Commission and a member of the North Central Association, www.ncahlc.org; 1-312-263-0456.

Walden University's M.S. degree program in Nursing and Master of Science in Nursing (MSN) are accredited by the Commission on Collegiate Nursing Education (CCNE), a national accrediting agency recognized by the U.S. Department of Education and the Council for Higher Education Accreditation (CHEA). CCNE ensures the quality and integrity of baccalaureate and graduate education programs in preparing effective nurses. For students, accreditation signifies program innovation and continuous self-assessment. Graduates recognize that, as they seek new positions or entry into doctoral programs, accreditation is valued and may be required. CCNE is located at One Dupont Circle, NW, Suite 530, Washington, DC, 20036-1120. Phone: 1-202-887-6791.

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

Licensure

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

Florida

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

Minnesota

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

Oregon

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

South Carolina

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

Tennessee

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

Credits earned at Walden University may not transfer to another educational institution. Credits earned at another educational institution may not be accepted by Walden University. Students should obtain confirmation that Walden University will accept any credits they have earned at another educational institution before they execute an enrollment contract or agreement. Students should also contact any educational institutions that they may want to transfer credits earned at Walden University to determine if

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

Washington

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

Legal Information

Privacy Policy

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

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

Do-Not-Call Policy

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

Policy Overview

Laureate contacts only individuals that have provided their prior express consent to be called or with whom Laureate has an established business relationship. Laureate does not make “cold calls” to consumers for telemarketing purposes. Laureate does not use facsimile machines, predictive dialers, or autodialers for telemarketing purposes.

Laureate maintains comprehensive written procedures for its employees who interact with students and prospective students by telephone. Laureate employees are trained to use these procedures and record the do-not-call requests of consumers who no longer wish to receive telephone solicitation calls from Laureate. Laureate takes appropriate administrative actions against employees who violate company policy. Laureate also requires any third parties that assist with Laureate’s calling campaigns to follow company policy and applicable laws.

Do-Not-Call Requests

Laureate and its affiliates maintain an internal do-not-call (DNC) list that includes specific requests from consumers who do not wish to be called by Laureate or any of its affiliates. This DNC list is used enterprise-wide. Laureate and its affiliates purge from any calling list any names and/or numbers on its company-specific DNC list.

Any consumer can prohibit Laureate from calling by asking to be put on Laureate’s DNC list. A consumer’s do-not-call request will be recorded in Laureate’s database within the legally mandated timeframes. Federal regulations require Laureate to honor DNC requests within 30 calendar days. Consumers may place company-specific DNC requests by emailing their request, including their full name, address, and telephone number, to removeme@laureate-inc.com

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

Laureate collects email addresses from online information request forms, returned business reply cards, application forms, and other sources. This information is used to contact students about Laureate schools and programs and for promotional purposes strictly related to the products and services of Laureate and

its affiliates. Laureate never disguises the origin of its messages. When students receive messages from Laureate, they will be able to identify Laureate or one of its affiliates as the sender.

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

At no time will Laureate sell, share, or rent any email address that it has collected with third parties. Laureate does not authorize the harvesting, mining, or collection of email addresses or other information from or through its sites by third parties. For this reason, Laureate will never publicly display students' email addresses on its Web site or make them available through any other electronic means, except that student email addresses may be included in student directories.

Questions about privacy policies should be directed in writing to

Office of General Counsel
Laureate Education, Inc.
650 South Exeter Street
Baltimore, MD 21202

Trademarks, Copyright, and Disclaimers

Trademarks

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Link Policy and Disclaimer

Walden University is not responsible for the content of any third-party-linked site that is not owned by Walden University, or of any other links contained in such third-party sites. Walden University provides links for students' convenience only, and the inclusion of any link to a site not owned by Walden is not an endorsement by Walden of the site or its contents. Walden University assumes no responsibility for any other party's site hyperlinked to the Walden University Web site or in which any part of the Walden University Web site has been hyperlinked.

No permission is granted here for students to use Walden University's icons, site address, or other means to hyperlink other Internet sites with any page in the Walden University Web site. Students must obtain prior written permission to hyperlink in any manner to the Walden University Web site.

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The materials and information found on the Walden University Web site are provided "as is," without warranty of any kind, either express or implied, including without limitation any warranty for information, services, or products provided through or in connection with the Walden University Web site. Without limiting the foregoing, all implied warranties of merchantability, fitness for a particular purpose, expectation of privacy, or non-infringement are expressly excluded and disclaimed. Some jurisdictions do not allow the exclusion of implied warranties, so the above exclusion may not apply to all students. This disclaimer of liability applies to any damages or injury caused by any failure of performance, error, omission, interruption, deletion, defect, delay in operation or transmission, computer virus, communication line failure, theft or destruction, or unauthorized access to, alteration of, or use of record, whether for breach of contract, tortious behavior, negligence, or under any other cause of action. Students specifically acknowledge that Walden University is not liable for any defamatory, offensive, infringing, or illegal materials or conduct, or that of third parties contained on the Walden University Web site, and Walden University reserves the right to remove such materials from the Walden University Web site without liability.

Center for Student Success

The Center for Student Success provides student services that support the academic and professional growth of Walden University students. These services foster degree completion and engage students in learning communities through student-centered programs and services.

The Center for Student Success includes the following courses:

Student Success Courses

The Center for Student Success offers several non-degree courses designed to improve Walden University students' knowledge and skills in reading, writing, statistics, communications, and critical thinking, and to help students successfully complete their academic program.

Faculty or academic advising staff also may recommend these courses to help students who need extra support to successfully complete their studies.

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

Most courses are available to master's and doctoral students in both quarter-based and semester-based programs. Students enrolled in bachelor's programs may take "A Practical Course in APA Style" and "Skills for Academic Integrity." Course length varies depending on the program and specific course.

Courses include the following:

- Skills for Academic Integrity
- Introduction to Statistics and Applied Research Methods
- A Practical Course in APA Style
- Critical Thinking and Logic
- Communications and Teamwork in a Global Society
- Graduate Writing for Non-Native English Speakers
- Writing a Literature Review

English as a Second Language Courses

The Center for Student Success offers several non-degree courses designed to improve Walden University students' English skills for professional and personal purposes. These English as a Second Language courses will include instruction and practice in vocabulary, reading, writing, and listening, and are taught by credentialed ESL instructors.

These courses are available to undergraduate students enrolled in the Spanish Language Bachelor of Science in Business Administration degree program. Students will have the opportunity to take a placement exam to be registered in the level appropriate for their English-language skills. Interested students should contact the Student Advising Team.

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

Courses include the following:

- Foundational Professional English
- Professional English I
- Professional English II
- Professional English III
- Professional English IV
- Professional English V
- Professional English VI
- Professional English VII
- Professional English VIII
- Professional English IX
- Professional English X

The Center for Undergraduate Studies

The Center for Undergraduate Studies is the academic unit of Walden University responsible for the required general education curriculum, which is a component of all baccalaureate degree programs of the university.

Additionally, the center is responsible for the B.S. in Interdisciplinary Studies and the curricular emphases within the interdisciplinary studies program. The center collaborates closely with the colleges and schools of the university in the planning and delivery of undergraduate degree programs, particularly as they relate to general education.

The center's faculty members are highly qualified and represent the wide array of disciplines contained in the general education and Interdisciplinary Studies curricula. The center collaborates with all of the academic and student support units of the university regarding the quality of the overall university experience of undergraduate students.

The Walden University General Education Curriculum

Bachelor's degree programs at Walden University connect academic study to real-world applications. Specific degree programs at Walden represent important fields of study in today's competitive economy, including business, technology, education, social, behavioral, and health sciences.

Walden undergraduates achieve baccalaureate degree program learning outcomes through specific area requirements for general education, as well as through content courses required in their respective degree programs.

Through their degree program experience at Walden, undergraduates develop independent critical- and creative thinking, and writing and verbal communication skills, as well as the ability to solve complex problems, to work well with others, and to contribute to and adapt to a changing global community. These competencies, skills, and experiences prepare students for diverse public and professional lives.

Walden's general education program provides students with a broad understanding of major areas of knowledge, facility in using differing modes of inquiry specific to academic disciplines, and abilities that they will need in their personal and professional lives. Walden students progress through higher levels of academic study to meet the challenges of 21st century living, including attention to varying perspectives on global, regional, and local issues.

Having successfully completed this program, graduates demonstrate the ability to apply concepts in communication, the humanities, the social sciences, and mathematics and the natural sciences through intellectual and practical skills, information literacy, social responsibility, and civic engagement.

General Education Areas and Requirements

(Minimum of 45 cr. total)

Note: At least three general education courses taken must be taken at the 3000 level or higher, including SOCI 4080.

Written and Oral Communications

(Minimum of 2 courses; COMM 1001 and ENGL 1001 required)

- COMM 1001 Contemporary Communications (5 cr.) *Required of all undergraduate students*
- COMM 1002 Group Presentation and Discussion (5 cr.)
- COMM 1003 Introduction to Mass Communication (5 cr.)
- COMM 1004 Interpersonal Communication (5 cr.)
- COMM 4001 Intercultural Communication (5 cr.)
- ENGL 1001 College Composition (5 cr.) *Required of all undergraduate students*
- ENGL 2002 Professional Writing for Successful Communication (5 cr.)
- ISYS 1001 Computer Information Fluency (5 cr.)

Humanities

(Minimum of 2 courses from different disciplines)

- ARTS 1001 Introduction to Fine Arts (5 cr.)
- ENGL 2001 Introduction to Literature (5 cr.)
- HMNT 3001 Modern Popular Culture (5 cr.)
- PHIL 1001 Introduction to Philosophy (5 cr.)
- PHIL 2001 Ethics (5 cr.)
- PHIL 3010 Science and Spirituality (5 cr.)
- RELG 2001 World Religions (5 cr.)

Mathematics/Natural Sciences

(Minimum of 2 courses: one in mathematics or statistics; one in a natural science)

- BIOL 1001 Introduction to Biology (5 cr.)
- CHEM 1001 Introduction to Chemistry (5 cr.)
- MATH 1001 College Algebra (5 cr.)*
- MATH 1002 Applied Math (5 cr.)**
- NASC 1001 Environmental Science (5 cr.)
- PHSC 1001 Earth Science (5 cr.)
- SCNC 4001 Analyzing Contemporary Scientific Controversies (5 cr.)
- STAT 3001 Statistical Methods and Applications (5 cr.)

**Required in the B.S. in Business Administration and B.S. in Computer Information Systems degrees*

***Required in all other B.S. degree programs except the B.S. in Health Studies if MATH 1001 is not taken*

Social Sciences

(Minimum of 2 courses; SOCI 4080 required)

ANTH 3001	Indigenous Peoples in the Modern World (5 cr.)
GEOG 1001	World Regional Geography (5 cr.)
HIST 2005	World History 1900–1945 (5 cr.)
HIST 2006	World History 1945–2000 (5 cr.)
POLI 1001	American Government (5 cr.)
PSYC 1001	Introduction to Psychology (5 cr.)
SOCI 1001	Introduction to Sociology (5 cr.)
SOCI 2001	Multicultural Dimensions of Society (5 cr.)
SOCI 4080	Social Responsibility (5 cr.) <i>Required of undergraduate all students</i>

Elective Course

Take at least one additional general education course you have not already completed to meet the minimum requirements of 45 credits.

Foundation Courses

Many university students find they need to refresh their skills in composition and mathematics before moving on to college-level courses in these areas. The Center for Undergraduate Studies offers courses in foundational levels of mathematics and college composition designed to prepare students for academic success in their degree programs. Placement into one or more of these courses may be required based on the outcome of placement tests required of all new students upon entry to the university. These preparatory courses reflect a much-reduced tuition rate from college-level courses. The courses do not apply to graduation and are not transferable to other institutions of higher education.

ENGL 0099	Academic Writing Fundamentals (5 cr.)
MATH 0099	Algebra Fundamentals I (5 cr.)

Courses That Must Be Taken at Walden

CMIS 1000, COMM 1000, GNED 1001, GNED 1002, ITEC 1000, and PORT 1001 are required first courses that must be taken at Walden University.

<i>Required First Course</i>	<i>Undergraduate Program</i>
PORT 1001	B.S. in Accounting
GNED 1001	B.S. in Business Administration
COMM 1000	B.S. in Child Development
GNED 1002	B.S. in Communication
CMIS 1000	B.S. in Computer Information Systems
COMM 1000	B.S. in Criminal Justice
COMM 1000	B.S. in Health Studies
ITEC 1000	B.S. in Information Technology

<i>Required First Course</i>	<i>Undergraduate Program</i>
COMM 1000	B.S. in Instructional Design and Technology
COMM 1000	B.S. in Interdisciplinary Studies
COMM 1000	Bachelor of Science in Nursing (BSN)
COMM 1000	B.S. in Psychology

The following general education courses are required for Bachelor of Science programs. COMM 1001 and SOCI 4080 must be taken at Walden University. The other courses in this table are eligible for transfer credit. Also see the Transfer Maximum by Program table in the *Walden University Student Handbook*.

<i>Program</i>	<i>Required Communications Courses</i>	<i>Required Math Courses</i>	<i>Required Social Science Courses</i>
B.S. in Accounting	COMM 1001, ENGL 1001	MATH 1001	SOCI 4080
B.S. in Business Administration	COMM 1001 ENGL 1001	MATH 1001	SOCI 4080
B.S. in Child Development	COMM 1001 ENGL 1001	MATH 1002	SOCI 2001 SOCI 4080
B.S. in Communication	COMM 1001 ENGL 1001	MATH 1002	SOCI 4080
B.S. in Computer Information Systems	COMM 1001 ENGL 1001	MATH 1001	SOCI 4080
B.S. in Criminal Justice	COMM 1001 ENGL 1001	MATH 1002	SOCI 4080
B.S. in Health Studies	COMM 1001 ENGL 1001	STAT 3001 or PSYC 3002	SOCI 4080
B.S. in Information Technology	COMM 1001, ENGL 1001	MATH 1001, MATH 1002	SOCI 4080
B.S. in Instructional Design and Technology	COMM 1001 ENGL 1001	MATH 1002	SOCI 2001 SOCI 4080
B.S. in Interdisciplinary Studies	COMM 1001 ENGL 1001	MATH 1002	SOCI 4080
Bachelor of Science in Nursing (BSN)	COMM 1001		SOCI 4080
B.S. in Psychology	COMM 1001 ENGL 1001	MATH 1002	SOCI 4080

B.S. in Interdisciplinary Studies

The B.S. in Interdisciplinary Studies degree program provides adults students, well-versed in life experience, an approach and the tools to understand and respond to complex situations, issues, and problems that adults, their workplaces, and their communities encounter. In the program, students achieve mastery of the interdisciplinary methods through application in Interdisciplinary Studies courses focusing on the phenomena of urban communities, population movements, identity, and other topics. Students in the Interdisciplinary Studies program become the future knowledge creators and innovators needed to see and solve increasingly complex societal issues.

Emphases

Additionally, the B.S. in Interdisciplinary Studies program provides adult students with an opportunity to create flexible career options through the use of “emphases” that are drawn from other degree programs in the university to obtain an understanding and the skills needed in professions of interest. Students are required to choose two emphases in their Interdisciplinary Studies program. Each emphasis must consist of six courses from another Walden undergraduate program.

Degree Requirements

- 181 total quarter credit hours (including 45 cr. completed at Walden)
- [General education](#) courses (45 cr.)
- First course (1 cr.)
- Interdisciplinary core experience courses (20 cr.)
- Special topics: seminar or field experience (minimum of 5 cr.)
- Capstone courses (10 cr.)
- Elective courses (40 cr.)
- Emphasis courses (60 cr.)

Curriculum

General Education Courses (45 cr.)

See the [general education](#) section of this *Walden University Catalog*.

Note: At least three general education courses taken must be taken at the 3000 level or higher, including SOCI 4080.

First Course (1 cr.)

COMM 1000 Communication Skills for Career Development (1 cr.)

Interdisciplinary Core Experience Courses (20 cr.)

IDST 1001	Introduction to Interdisciplinary Studies (5 cr.)
IDST 1050	Interdisciplinary Experience: Identity in a Global Society (5 cr.)
IDST 2050	Interdisciplinary Experience: Sustaining Quality of Life in the City (5 cr.)
IDST 3050	Interdisciplinary Experience: Change and Population Movements Across Borders (5 cr.)

Special Topics: Seminar or Field Experience (Minimum 5 cr.)

Students must complete at least one of the following options:

IDST 4001	Seminar in Interdisciplinary Research (5 cr.)
IDST 4002	Seminar in Public Service (5 cr.)
IDST 4003	Seminar with Internship (5 cr.)
IDST 4004	Seminar with Study Abroad (5 cr.)

Capstone Courses (10 cr.)

Students must complete the following two courses:

IDST 4080	Capstone—Interdisciplinary Methodology I (5 cr.)
IDST 4081	Capstone—Interdisciplinary Methodology II (5 cr.)

Elective Courses (40 cr.)

Students are to select eight additional courses to fulfill the elective requirement in the Interdisciplinary Studies program. Students may choose courses from among Interdisciplinary Studies seminars, general education courses, or other program courses that are aligned with the student's interests and objectives. At least one elective course must be at the 3000 level or above.

Emphasis Courses (60 cr.)

Students must choose two emphases. Each emphasis consists of four required courses and two electives from another Walden undergraduate program.

Business Administration Emphasis (30 cr.)

BUSI 1001	Introduction to Business (5 cr.)
BUSI 2003	Operations (5 cr.)
ECON 1001	Macroeconomics (5 cr.)
STAT 2001	Statistics (5 cr.)

Two electives; both must be at the upper level (3000–4000).

Child Development Emphasis (30 cr.)

EDUC 1001	Introduction to Education (5 cr.)
EDUC 1003	Educational Psychology (5 cr.)
EDUC 1004	Child Development (5 cr.)
EDUC 1005	Child Health, Safety, and Nutrition (5 cr.)

Two electives; both must be at the upper level (3000–4000).

Communication Emphasis (30 cr.)

COMM 1003	Introduction to Mass Communication (5 cr.)
COMM 1004	Interpersonal Communication (5 cr.)
COMM 2001	Essentials of Group and Organizational Communication (5 cr.)
ENGL 2002	Professional Writing for Successful Communication (5 cr.)

Two electives must be at the upper level (3000–4000).

Computer Information Systems Emphasis (30 cr.)

CMIS 1001 Introduction to Information Systems (5 cr.)
CMIS 1002 Information Technology Infrastructure (5 cr.)
CMIS 2001 Internet Computing (5 cr.)
CMIS 3001 Computing and Society (5 cr.)

Two electives; one must be at the upper level (3000–4000).

Criminal Justice Emphasis (30 cr.)

CRJS 1001 Contemporary Criminal Justice Systems (5 cr.)
CRJS 2003 Criminal Law (5 cr.)
CRJS 3002 Courts and Judicial Process (5 cr.)
CRJS 3003 Law Enforcement (5 cr.)

Two electives at any level

Health Studies Emphasis (30 cr.)

HLTH 1000 Concepts of Health Promotion (5 cr.)
HLTH 1005 Context of Health Care Delivery (5 cr.)
HLTH 2110 Behavioral and Cultural Issues in Health Care (5 cr.)
HLTH 3115 Public and Global Health (5 cr.)

Two electives; one must be at the upper level (3000-4000.)

Information Technology Emphasis (30 cr.)

ITEC 1010 IT Infrastructure (5 cr.)
ITEC 1020 Networking Fundamentals (5 cr.)
ITEC 2001 Technology and Society (5 cr.)
ITEC 2020 IT Theory Fundamentals (5 cr.)

Two electives; ITEC 1030 Introduction to Programming and ITEC 3010 Mobile- and Emerging Technologies are suggested.

Instructional Design and Technology Emphasis (30 cr.)

EDUC 1015 How People Learn (5 cr.)
EIDT 2001 Technology and Learning (5 cr.)
EIDT 2004 Instructional Design I (5 cr.)
EDUC 3004 Curriculum Design (5 cr.)

Two electives; one must be at the upper level (3000–4000).

Psychology Emphasis (30 cr.)

PSYC 1002 Psychology as a Natural Science (5 cr.)
PSYC 1003 Psychology as a Social Science (5 cr.)
PSYC 2002 Human Development: Childhood and Adolescence (5 cr.)
PSYC 2003 Human Development: Adulthood (5 cr.)

Two electives; both must be at the upper level (3000–4000).

The Richard W. Riley College of Education and Leadership

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

B.S. in Child Development

The Walden University Bachelor of Science degree in Child Development addresses the needs of early childhood professionals by providing the tools and strategies needed to improve practice with infants, toddlers, and/or preschool age children. Due to increased focus on early intervention and early learning, the demand for quality early childhood programs is growing and the demand for well-educated, qualified, and caring early childhood professionals is increasing. Additionally, the latest research shows that young children are more successful in preschool and in later schooling when their preschool teachers and education providers have bachelor's degrees in early-childhood-related fields.

Students can choose from three concentrations, Infant/Toddler, Preschool, or a Dual Infant/Toddler Preschool program. All three programs deliver an in-depth focus on child development, child-centered learning, developmentally appropriate environments, and effective practices for working with children and families. Students will gain insights in the field of child development through courses that bridge the gap between theoretical and practical knowledge, led by national experts, researchers, and experts in the field.

Concentrations

- Infant/Toddler
- Preschool
- Dual Infant/Toddler and Preschool

Degree Requirements

Infant/Toddler Concentration or Preschool Concentration

- 181 total quarter credit hours (including 45 cr. completed at Walden)
- [General education](#) courses (45 cr.)
- First course (1 cr.)
- Core courses (55 cr.)
- Concentration courses (30 cr.)
- Making Connections courses (18 cr.)
- Elective courses (25 cr.)
- Capstone course (7 cr.)

Dual Infant/Toddler and Preschool Concentration

- 192 total quarter credit hours (including 45 cr. completed at Walden)
- [General education](#) courses (50 cr.)
- First course (1 cr.)
- Core courses (55 cr.)
- Infant/Toddler concentration courses (30 cr.)
- Preschool concentration courses (25 cr.)
- Making Connections courses (24 cr.)
- Capstone course (7 cr.)

Curriculum

The B.S. in Child Development curriculum consists primarily of core courses that are 6-week, 5-credit courses, bridged together by 12-week, 2-credit Making Connections courses. The program culminates with a 6-week, 7-credit Capstone course. Through these courses, students will develop concentration-specific content knowledge, written and oral communications skills, the ability to contribute professionally to a diverse and changing early childhood field, and an understanding of developmentally appropriate practices. These skills are essential to the field of early childhood education, and they prepare students to make a successful contribution in their current and future work settings.

The Making Connections courses are 2-credit seminars that enable students to make connections through discussions and writing assignments. The courses will enable students to make connections between the theoretical knowledge they are obtaining in the 5-credit core courses and current research, trends, and issues in their profession. This connection between theoretical knowledge and current and future trends is atypical in undergraduate programs.

Core Curriculum

General Education Courses (45 or 50 cr. *)

See the [general education](#) section of this *Walden University Catalog*.

Note: At least three general education courses taken must be taken at the 3000 level or higher, including SOCI 4080.

***Note:** The Infant/Toddler concentration and the Preschool concentration each have 45 general education credits. For the dual Infant/Toddler and Preschool concentration, take one additional course to meet the 50-credit general education requirement.

Preschool Concentration

First Course (1 cr.)

COMM 1000 Communication Skills for Career Development (1 cr.)

Core Courses (67 cr.)

EDUC 1001	Introduction to Education (5 cr.)
EDUC 1002	Pioneers and Philosophies of Education (5 cr.)
EDUC 1011	Making Connections: The Early Childhood Field (2 cr.)
EDUC 1003	Educational Psychology (5 cr.)
EDUC 1004	Child Development (5 cr.)
EDUC 1012	Making Connections: The Developing Child (2 cr.)
EDUC 1005	Child Health, Safety, and Nutrition (5 cr.)
EDUC 1006	Child, Family, and Community Relationships (5 cr.)
EDUC 1013	Making Connections: The Well-Being of Children (2 cr.)
EDUC 2001	Language Development (5 cr.)
EDUC 2002	Children's Literature (5 cr.)
EDUC 2011	Making Connections: The Foundations of Literacy (2 cr.)
EDUC 3003	Observation and Assessment of the Young Child (5 cr.)
EDUC 4004	Children With Special Needs (5 cr.)
EDUC 4011	Making Connections: The Individuality of Children (2 cr.)
EDUC 4005	Cultural and Linguistic Diversity (5 cr.)
EDUC 4012	Making Connections: Living in a Diverse World (2 cr.)

Concentration Courses (36 cr.)

EDUC 3101	Professionalism and Advocacy in the Early Childhood Field (5 cr.)
EDUC 4102	Play and Learning for the Preschool Child (5 cr.)
EDUC 3111	Making Connections: Foundations of Preschool Teaching (2 cr.)
EDUC 3103	Guiding Young Children's Behavior (5 cr.)
EDUC 4104	Inclusive Practices in Classroom Communities (5 cr.)
EDUC 3112	Making Connections: Effective Learning Environments (2 cr.)
EDUC 4105	Early Literacy (5 cr.)
EDUC 4106	Teaching across Content Areas in Preschool (5 cr.)
EDUC 4112	Making Connections: Interdisciplinary Teaching and Learning (2 cr.)

Elective Courses (25 cr.)

Choose five additional elective courses (25 cr.) from either general education or any bachelor's program.

Capstone Course (7 cr.)

EDUC 4001 Capstone (7 cr.)

Infant/Toddler Concentration

First Course (1 cr.)

COMM 1000 Communication Skills for Career Development (1 cr.)

Core Courses (67 cr.)

EDUC 1001 Introduction to Education (5 cr.)
EDUC 1002 Pioneers and Philosophies of Education (5 cr.)
EDUC 1011 Making Connections: The Early Childhood Field (2 cr.)
EDUC 1003 Educational Psychology (5 cr.)
EDUC 1004 Child Development (5 cr.)
EDUC 1012 Making Connections: The Developing Child (2 cr.)
EDUC 1005 Child Health, Safety, and Nutrition (5 cr.)
EDUC 1006 Child, Family, and Community Relationships (5 cr.)
EDUC 1013 Making Connections: The Well-Being of Children (2 cr.)
EDUC 2001 Language Development (5 cr.)
EDUC 2002 Children's Literature (5 cr.)
EDUC 2011 Making Connections: The Foundations of Literacy (2 cr.)
EDUC 3003 Observation and Assessment of the Young Child (5 cr.)
EDUC 4004 Children With Special Needs (5 cr.)
EDUC 4011 Making Connections: The Individuality of Children (2 cr.)
EDUC 4005 Cultural and Linguistic Diversity (5 cr.)
EDUC 4012 Making Connections: Living in a Diverse World (2 cr.)

Concentration Courses (36 cr.)

EDUC 3101 Professionalism and Advocacy in the Early Childhood Field (5 cr.)
EDUC 3102 Quality Programs for Infants and Toddlers (5 cr.)
EDUC 3211 Making Connections: Foundations of Infant/Toddler Care and Education (2 cr.)
EDUC 3203 Infant/Toddler Mental Health (5 cr.)
EDUC 3204 Family Cultures of Infants and Toddlers (5 cr.)
EDUC 3212 Making Connections: Healthy Infant/Toddler Growth and Development (2 cr.)
EDUC 4205 Developmentally Appropriate Practices in Infant Settings (5 cr.)
EDUC 4206 Developmentally Appropriate Practices in Toddler Settings (5 cr.)
EDUC 4211 Making Connections: Effective Programs for Infants and Toddlers (2 cr.)

Elective Courses (25 cr.)

Choose five additional electives (5 cr.) from either general education or any bachelor's program.

Capstone Course (7 cr.)

EDUC 4001 Capstone (7 cr.)

Dual Infant/Toddler and Preschool Concentration

First Course (1 cr.)

COMM 1000 Communication Skills for Career Development (1 cr.)

Core Courses (67 cr.)

EDUC 1001 Introduction to Education (5 cr.)
EDUC 1002 Pioneers and Philosophies of Education (5 cr.)
EDUC 1011 Making Connections: The Early Childhood Field (2 cr.)
EDUC 1003 Educational Psychology (5 cr.)
EDUC 1004 Child Development (5 cr.)
EDUC 1012 Making Connections: The Developing Child (2 cr.)
EDUC 1005 Child Health, Safety, and Nutrition (5 cr.)
EDUC 1006 Child, Family, and Community Relationships (5 cr.)
EDUC 1013 Making Connections: The Well-Being of Children (2 cr.)
EDUC 2001 Language Development (5 cr.)
EDUC 2002 Children's Literature (5 cr.)
EDUC 2011 Making Connections: The Foundations of Literacy (2 cr.)
EDUC 3003 Observation and Assessment of the Young Child (5 cr.)
EDUC 4004 Children with Special Needs (5 cr.)
EDUC 4011 Making Connections: The Individuality of Children (2 cr.)
EDUC 4005 Cultural and Linguistic Diversity (5 cr.)
EDUC 4012 Making Connections: Living in a Diverse World (2 cr.)

Infant/Toddler Concentration Courses (36 cr.)

EDUC 3101 Professionalism and Advocacy in the Early Childhood Field (5 cr.)
EDUC 3202 Quality Programs for Infants and Toddlers (5 cr.)
EDUC 3211 Making Connections: Foundations of Infant/Toddler Care and Education (2 cr.)
EDUC 3203 Infant/Toddler Mental Health (5 cr.)
EDUC 3204 Family Cultures of Infants and Toddlers (5 cr.)
EDUC 3212 Making Connections: Healthy Infant/Toddler Growth and Development (2 cr.)
EDUC 4205 Developmentally Appropriate Practices in Infant Settings (5 cr.)
EDUC 4206 Developmentally Appropriate Practices in Toddler Settings (5 cr.)
EDUC 4211 Making Connections: Effective Programs for Infants and Toddlers (2 cr.)

Preschool Concentration Courses (31 cr.)

EDUC 4102 Play and Learning for the Preschool Child (5 cr.)
EDUC 3111 Making Connections: Foundations of Preschool Teaching (2 cr.)
EDUC 3103 Guiding Young Children's Behavior (5 cr.)
EDUC 4104 Inclusive Practices in Classroom Communities (5 cr.)
EDUC 3112 Making Connections: Effective Learning Environments (2 cr.)
EDUC 4105 Early Literacy (5 cr.)
EDUC 4106 Teaching across Content Areas in Preschool (5 cr.)
EDUC 4112 Making Connections: Interdisciplinary Teaching and Learning (2 cr.)

Capstone Course (7 cr.)

EDUC 4001 Capstone (7 cr.)

B.S. in Instructional Design and Technology

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

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

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

Walden's program blends conceptual coursework with hands-on experience so that students can

- Create learning experiences to improve performance in the workplace.
- Understand and use technology tools commonly used in the industry.
- Understand adult learning theory and application of theory into practice.
- Comply with fair use and intellectual property laws.
- Use technology to create learning materials for a variety of needs that can be applied across a variety of industries.
- Evaluate effectiveness of materials and how to implement needed changes.
- Use distance learning technology to improve ability to work across organizational, disciplinary, and geographic boundaries.

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

- *Windows XP/Vista or Mac OS X**
- *Adobe Web Premium (Students must purchase from Walden Computer Store to take advantage of student discount.)*
- *Free, downloadable software programs that may be required in order to complete the course and program requirements.*

**Adobe Web Premium will not run effectively with Windows 2000.*

Concentrations

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

Degree Requirements

General Program

- 181 total quarter credit hours (including 45 cr. completed at Walden)
- [General education](#) courses (45 cr.)
- First course (1 cr.)
- Core courses (90 cr.)
- Elective courses (40 cr.)
- Capstone course (5 cr.)
- ePortfolio

Business and Organizational Change Concentration; Human Factors and Interface Design Concentration

- 181 total quarter credit hours (including 45 cr. completed at Walden)
- [General education](#) courses (45 cr.)
- First course (1 cr.)
- Core courses (90 cr.)
- Concentration courses (20 cr.)
- Elective courses (20 cr.)
- Capstone course (5 cr.)
- ePortfolio

Curriculum

Walden University offers a B.S. in Instructional Design and Technology degree to students who want to gain the skills and practical hands-on experience needed to succeed in this growing field. The broad framework of the General Program can help to prepare you for a rewarding career in the field of

instructional design and technology. Walden also offers the following concentrations: Business and Organizational Change and Human Factors and Interface Design.

General Education Courses (45 cr.)

See the [general education](#) section of this *Walden University Catalog*.

Note: *At least three general education courses taken must be taken at the 3000 level or higher, including SOCI 4080.*

General Program

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

First Course (1 cr.)

COMM 1000 Communication Skills for Career Development (1 cr.)

Education Core Courses (30 cr.)

EDUC 1014	Understanding Today's Instructional Environments (5 cr.)
EDUC 1015	How People Learn (5 cr.)
EDUC 2003	Human Development (5 cr.)
EDUC 2004	Literacy in the 21st Century (5 cr.)
EDUC 3004	Curriculum Design (5 cr.)
EDUC 3005	Evaluation and Assessment (5 cr.)

Instructional Design Core Courses (60 cr.)

CMIS 1002	Information Technology Infrastructure (5 cr.)
CMIS 2001	Internet Computing (5 cr.)
EIDT 2001	Technology and Learning (5 cr.)
EIDT 2002	Web Design I (5 cr.)
EIDT 2003	Introduction to Distance Education (5 cr.)
EIDT 2004	Instructional Design I (5 cr.)
EIDT 3003	Ethical and Fair Use of Instructional Materials (5 cr.)
EIDT 3002	Multimedia Tools (5 cr.)
EIDT 3004	Instructional Design II (5 cr.)
EIDT 4004	Instructional Design III (5 cr.)
EIDT 4002	Web Design II (5 cr.)
CMIS 4201	Human Factors (5 cr.)

Elective Courses (40 cr.)

Choose eight additional elective courses (40 cr.) from either general education or any bachelor's program.

Capstone Course (5 cr.)

EIDT 4001	Instructional Design and Technology Capstone (5 cr.)
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Business and Organizational Change Concentration

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

First Course (1 cr.)

COMM 1000 Communication Skills for Career Development (1 cr.)

Education Core Courses (30 cr.)

EDUC 1014 Understanding Today's Instructional Environments (5 cr.)
EDUC 1015 How People Learn (5 cr.)
EDUC 2003 Human Development (5 cr.)
EDUC 2004 Literacy in the 21st Century (5 cr.)
EDUC 3004 Curriculum Design (5 cr.)
EDUC 3005 Evaluation and Assessment (5 cr.)

Instructional Design Core Courses (60 cr.)

CMIS 1002 Information Technology Infrastructure (5 cr.)
CMIS 2001 Internet Computing (5 cr.)
EIDT 2001 Technology and Learning (5 cr.)
EIDT 2002 Web Design I (5 cr.)
EIDT 2003 Introduction to Distance Education (5 cr.)
EIDT 2004 Instructional Design I (5 cr.)
EIDT 3003 Ethical and Fair Use of Instructional Materials (5 cr.)
EIDT 3002 Multimedia Tools (5 cr.)
EIDT 3004 Instructional Design II (5 cr.)
EIDT 4004 Instructional Design III (5 cr.)
EIDT 4002 Web Design II (5 cr.)
CMIS 4201 Human Factors (5 cr.)

Concentration Courses (20 cr.)

BUSI 1001 Introduction to Business (5 cr.)
HRMG 3001 Human Resource Management (5 cr.)
BUSI 3002 Ethical Leadership (5 cr.)
BUSI 3003 Dynamics of Change (5 cr.)

Elective Courses (20 cr.)

Choose four additional elective courses (20 cr.) from either general education or any bachelor's program.

Capstone Course (5 cr.)

EIDT 4001 Instructional Design and Technology Capstone (5 cr.)

Human Factors and Interface Design Concentration

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

First Course (1 cr.)

COMM 1000 Communication Skills for Career Development (1 cr.)

Education Core Courses (30 cr.)

EDUC 1014 Understanding Today's Instructional Environments (5 cr.)
EDUC 1015 How People Learn (5 cr.)
EDUC 2003 Human Development (5 cr.)
EDUC 2004 Literacy in the 21st Century (5 cr.)
EDUC 3004 Curriculum Design (5 cr.)
EDUC 3005 Evaluation and Assessment (5 cr.)

Instructional Design Core Courses (60 cr.)

CMIS 1002 Information Technology Infrastructure (5 cr.)
CMIS 2001 Internet Computing (5 cr.)
EIDT 2001 Technology and Learning (5 cr.)
EIDT 2002 Web Design I (5 cr.)
EIDT 2003 Introduction to Distance Education (5 cr.)
EIDT 2004 Instructional Design I (5 cr.)
EIDT 3003 Ethical and Fair Use of Instructional Materials (5 cr.)
EIDT 3002 Multimedia Tools (5 cr.)
EIDT 3004 Instructional Design II (5 cr.)
EIDT 4004 Instructional Design III (5 cr.)
EIDT 4002 Web Design II (5 cr.)
CMIS 4201 Human Factors (5 cr.)

Concentration Courses (20 cr.)

CMIS 4204 Computer-Mediated Communications (5 cr.)
CMIS 4402 E-Learning Concepts and Systems (5 cr.)
CMIS 4202 HCI Evaluation Methods (5 cr.)
CMIS 4203 User Interface Development (5 cr.)

Elective Courses (20 cr.)

Choose four additional elective courses (20 cr.) from either general education or any bachelor's program.

Capstone Course (5 cr.)

EIDT 4001 Instructional Design and Technology Capstone (5 cr.)

Teacher Preparation Program with a Master of Arts in Teaching (M.A.T.)

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

** Walden University's teacher preparation program is approved by the Minnesota Board of Teaching for licensure in Minnesota. Walden's enrollment advisors can provide individuals with guidelines and other information about licensure. It remains the individual's responsibility to understand and comply with the out-of-state licensure requirements for the state in which he or she seeks to be licensed.*

Specializations

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

Completion Requirements

- 43 semester credits
- Core courses (13 sem. cr.)
- Specialization courses (18 sem. cr.)
- Field experience: 80 hours of classroom-based and virtual experiences in conjunction with coursework; 420 hours of demonstration teaching (6 sem. cr.)
- M.A.T. courses (6 sem. cr.)
- ePortfolio

Curriculum

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

Early Childhood Education (Birth–Grade 3)

The teacher preparation program with a Master of Arts in Teaching (M.A.T.) with a specialization in Early Childhood Education (Birth–Grade 3) is a 43-semester-credit program. Courses and field experiences are closely aligned with Minnesota standards as well as position statements of key professional organizations, including the National Association for the Education of Young Children, the Association for Childhood Education International, and the International Reading Association.

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

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

Core Courses (13 sem. cr.)

- EDUC 6605 Teacher as Lifelong Learner and Professional Educator (3 sem. cr.)
- EDUC 6606 Today's Classroom and the Diverse Learner (3 sem. cr.)
- EDUC 6607 Effective Practices: Assessment, Teaching, and Learning (3 sem. cr.)
- EDUC 6608 Classroom Management (3 sem. cr.)
- EDUC 6611 Seminar: Professional Ethics, Communication, and Collaboration: Early Childhood Education (1 sem. cr.)

Specialization Courses (18 sem. cr.)

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

Field Experience (6 sem. cr.)

- EDUC 6687 Demonstration Teaching: Early Childhood Education (6 sem. cr.)

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

- EDUC 6621 Educational Research: Foundations (3 sem. cr.)
- EDUC 6622 Educational Research: Practical Applications (3 sem. cr.)

Course Sequence

Semester	Course
1	EDUC 6605 Teacher as Lifelong Learner and Professional Educator EDUC 6606 Today's Classroom and the Diverse Learner EDUC 6681 Early Childhood Education: Past, Present and Future
2	EDUC 6607 Effective Practices: Assessment, Teaching, and Learning EDUC 6608 Classroom Management EDUC 6682 Teaching Reading, P-3
3	EDUC 6683 Developmentally Appropriate Practices for Infants and Toddlers EDUC 6684 Play and Learning for the Preschool Child EDUC 6685 Teaching Mathematics, P-3
4	EDUC 6686 Teaching Across the Content Areas, P-3 EDUC 6687 Demonstration Teaching: Early Childhood Education EDUC 6611 Seminar: Professional Ethics, Communication, and Collaboration: Early Childhood Education
5	EDUC 6621 Educational Research: Foundations EDUC 6622 Educational Research: Practical Applications

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

Special Education, Emotional/Behavioral Disorders (K-12)

The teacher preparation program with a Master of Arts in Teaching (M.A.T.) with a specialization in Special Education, Emotional/Behavioral Disorders (K-12), is a 43-semester-credit program. Courses and field experiences are closely aligned with Minnesota standards as well as position statements of key professional organizations, including the Council of Exceptional Children Standards, the International Reading Association, and the Interstate New Teacher Assessment and Support Consortium Standards.

This specialization provides candidates with an educational foundation based on theoretical and conceptual frameworks and best practices that are widely accepted by experts in the field. It examines behavior and developmental strategies that can lead to a positive and inclusive learning environment for children and adolescents with emotional and/or behavioral disorders.

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

Core Courses (13 sem. cr.)

EDUC 6605	Teacher as Lifelong Learner and Professional Educator (3 sem. cr.)
EDUC 6606	Today's Classroom and the Diverse Learner (3 sem. cr.)
EDUC 6607	Effective Practices: Assessment, Teaching, and Learning (3 sem. cr.)
EDUC 6608	Classroom Management (3 sem. cr.)
EDUC 6609	Seminar: Professional Ethics, Communication, and Collaboration: Special Education (1 sem. cr.)

Specialization Courses (18 sem. cr.)

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

Field Experience (6 sem. cr.)

EDUC 6699	Demonstration Teaching: Special Education, Emotional/Behavioral Disorders (6 sem. cr.)
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Master of Arts in Teaching Courses (6 sem. cr.)

EDUC 6621	Educational Research: Foundations (3 sem. cr.)
EDUC 6622	Educational Research: Practical Applications (3 sem. cr.)

Course Sequence

<i>Semester</i>	<i>Course</i>
1	EDUC 6605 Teacher as Lifelong Learner and Professional Educator EDUC 6606 Today's Classroom and the Diverse Learner EDUC 6691 Foundations of Special Education
2	EDUC 6607 Effective Practices: Assessment, Teaching, and Learning EDUC 6692 Individualizing Education for Learners With Disabilities EDUC 6693 Current Issues in Assessment and Intervention
3	EDUC 6608 Classroom Management EDUC 6694 Reading and Writing Instruction for Learners With Exceptionalities EDUC 6695 Planning Positive Behavior Support Strategies
4	EDUC 6696 Instructional Strategies for Students With Emotional/Behavioral Disorders EDUC 6699 Demonstration Teaching: Special Education, Emotional/Behavioral Disorders EDUC 6609 Seminar: Professional Ethics, Communication, and Collaboration: Special Education
5	EDUC 6621 Educational Research: Foundations EDUC 6622 Educational Research: Practical Applications

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

Special Education, Learning Disabilities (K–12)

The teacher preparation program with a Master of Arts in Teaching (M.A.T.) with a specialization in Special Education, Learning Disabilities (K–12), is a 43-semester-credit program. Courses and field experiences are closely aligned with Minnesota standards as well as position statements of key professional organizations, including the Council of Exceptional Children Standards, the International Reading Association, and the Interstate New Teacher Assessment and Support Consortium Standards.

This specialization provides candidates with an educational foundation based on theoretical and conceptual frameworks and best practices that are widely accepted by experts in the field, and an in-depth understanding of learning styles and self-determination for the learning disabled.

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

Core Courses (13 sem. cr.)

- EDUC 6605 Teacher as Lifelong Learner and Professional Educator (3 sem. cr.)
- EDUC 6606 Today's Classroom and the Diverse Learner (3 sem. cr.)
- EDUC 6607 Effective Practices: Assessment, Teaching, and Learning (3 sem. cr.)
- EDUC 6608 Classroom Management (3 sem. cr.)
- EDUC 6609 Seminar: Professional Ethics, Communication, and Collaboration: Special Education (1 sem. cr.)

Specialization Courses (18 sem. cr.)

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

Field Experience (6 sem. cr.)

- EDUC 6698 Demonstration Teaching: Special Education, Learning Disabilities (6 sem. cr.)

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

- EDUC 6621 Educational Research: Foundations (3 sem. cr.)
- EDUC 6622 Educational Research: Practical Applications (3 sem. cr.)

Course Sequence

Semester	Course
1	EDUC 6605 Teacher as Lifelong Learner and Professional Educator EDUC 6606 Today's Classroom and the Diverse Learner EDUC 6691 Foundations of Special Education
2	EDUC 6607 Effective Practices: Assessment, Teaching, and Learning EDUC 6692 Individualizing Education for Learners With Disabilities EDUC 6693 Current Issues in Assessment and Intervention
3	EDUC 6608 Classroom Management EDUC 6694 Reading and Writing Instruction for Learners With Exceptionalities EDUC 6695 Planning Positive Behavior Support Strategies
4	EDUC 6697 Instructional Strategies for Students With Learning Disabilities EDUC 6698 Demonstration Teaching: Special Education, Learning Disabilities EDUC 6609 Seminar: Professional Ethics, Communication, and Collaboration: Special Education
5	EDUC 6621 Educational Research: Foundations EDUC 6622 Educational Research: Practical Applications

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

Guidebook

Walden University requires that all candidates in its teacher preparation program with a Master of Arts in Teaching (M.A.T.) review the *Candidate Guidebook* and their *Field Experience and Demonstration Handbook* to help them understand the guidelines and requirements of the program, including “transition points,” state endorsement, and field experiences. Candidates can access the *Candidate Guidebook* and their *Field Experience and Demonstration Handbook* from their [myWalden](#) university portal. Candidates enrolled in the teacher preparation program with a Master of Arts in Teaching (M.A.T.) should refer to the *Candidate Guidebook* for complete information on the programs and the policies and procedures related to them. Candidates should refer to their *Field Experience and Demonstration Handbook* for detailed information regarding the field experience requirements in the program.

Special Education Endorsement Programs

Walden's Minnesota state-approved* special education endorsement programs with an optional M.S. in Education (M.S.Ed.) with a specialization in Special Education are designed to prepare participants who already have current teacher certification in their home states to become K–12 classroom special education teachers of children and adolescents with learning disabilities or emotional/behavioral disorders. The programs provide participants with the knowledge, skills, clinical practice, and attitudes of exemplary educators who work in diverse settings. The Richard W. Riley College of Education and

Leadership is committed to individuals who seek to become skilled classroom teachers and to provide them developmentally appropriate, student-centered learning experiences.

**Not applicable in all states. Walden University's endorsement programs are approved by the Minnesota Board of Teaching for endorsement or add-on licensure in Minnesota. Candidates for this program must already hold a valid P–12 teaching license. Walden's enrollment advisors can provide individuals with guidelines and other information about endorsements. It remains the individual's responsibility to understand and comply with the out-of-state endorsement requirements for the state in which he or she seeks to be endorsed.*

Program Options

- Special Education Endorsement Program in Emotional/Behavioral Disorders (K–12)
- Special Education Endorsement Program in Emotional/Behavioral Disorders (K–12) with an M.S.Ed. with a specialization in Special Education
- Special Education Endorsement Program in Learning Disabilities (K–12)
- Special Education Endorsement Program in Learning Disabilities (K–12) with an M.S.Ed. with a specialization in Special Education

Program Requirements

- 21 semester credit hours; 33 semester credit hours with the M.S.Ed. degree with a specialization in Special Education option
- Core courses (15 sem. cr.)
- Specialization course (3 sem. cr.)
- Field experience: 43 hours of classroom-based and virtual experiences in conjunction with coursework; 6 weeks of full-time placement in an elementary or secondary school setting for clinical practicum (3 sem. cr.)
- Optional M.S.Ed. with a specialization in Special Education courses (12 sem. cr.)
- Completion and review of ePortfolio
- Minimum 2 semesters enrollment; minimum 4 semesters enrollment with the M.S.Ed. with a specialization in Special Education option

Curriculum

The special education endorsement programs with an optional Master of Science in Education (M.S.Ed.) with a specialization in Special Education are accelerated, intensive programs with coursework offered online coupled with concurrent supervised field experiences in appropriate school sites.

Courses are sequential and follow a prescribed progression with completion expected in consecutive semesters for special education endorsement, two for participants seeking endorsement only, and four for those seeking endorsement with the M.S.Ed with a specialization in Special Education option. Core courses are 5 weeks in length, and the clinical practicum course is 6 weeks in length. Program participants

take three courses in the first semester and four courses in the second semester (for a total of 21 credits). Courses are taken one at a time, with the exception of the second semester when there is overlap with the clinical practicum and the last required course, a course focused on classroom pedagogy in the environment where the clinical practicum takes place.

Students pursuing the M.S.Ed. with a specialization in Special Education option take four consecutive 8-week courses in the third and fourth semesters (for a total of 33 semester credit hours). This innovative model is based on research that indicates that adult learners benefit from accelerated models of education with enrollment in only one course at a time.

Core Curriculum

Core Courses (15 sem. cr.)

- EDUC 6691 Foundations of Special Education (3 sem. cr.)
- EDUC 6692 Individualizing Education for Learners With Disabilities (3 sem. cr.)
- EDUC 6693 Current Issues in Assessment and Intervention (3 sem. cr.)
- EDUC 6694 Reading and Writing Instruction for Learners With Exceptionalities (3 sem. cr.)
- EDUC 6695 Planning Positive Behavior Support Strategies (3 sem. cr.)

Optional M.S. in Education with a Specialization in Special Education Courses (12 sem. cr.)

- EDUC 6640 Designing Curriculum, Instruction, and Assessment (3 sem. cr.)
- EDUC 6650 Enhancing Learning Through Linguistic and Cultural Diversity (3 sem. cr.)
- EDUC 6653 Introduction to Educational Research (3 sem. cr.)
- EDUC 6657 Creating an Effective Classroom Learning Environment (3 sem. cr.)

Specialization Curriculum

Emotional/Behavioral Disorders Program (K–12) (6 sem. cr.)

- EDUC 6696 Instructional Strategies for Students With Emotional/Behavioral Disorders (3 sem. cr.)
- EDUC 6701 Clinical Practicum: Special Education, Emotional/Behavioral Disorders (3 sem. cr.)

Learning Disabilities Program (K–12) (6 sem. cr.)

- EDUC 6697 Instructional Strategies for Students With Learning Disabilities (3 sem. cr.)
- EDUC 6700 Clinical Practicum: Special Education, Learning Disabilities (3 sem. cr.)

Course Sequence

<i>Semester*</i>	<i>Course</i>
1	EDUC 6691 Foundations of Special Education EDUC 6692 Individualizing Education for Learners With Disabilities EDUC 6693 Current Issues in Assessment and Intervention
2	EDUC 6694 Reading and Writing Instruction for Learners With Exceptionalities EDUC 6695 Planning Positive Behavior Support Strategies EDUC 6696 Instructional Strategies for Students with Emotional/Behavioral Disorders OR EDUC 6697 Instructional Strategies for Students With Learning Disabilities EDUC 6700 Clinical Practicum: Special Education, Learning Disabilities OR EDUC 6701 Clinical Practicum: Special Education, Emotional/Behavioral Disorders
3	<i>Optional M.S.Ed. with a specialization in Special Education Courses</i> EDUC 6640 Designing Curriculum, Instruction, and Assessment EDUC 6653 Introduction to Educational Research
4	EDUC 6650 Enhancing Learning Through Linguistic and Cultural Diversity EDUC 6657 Creating an Effective Classroom Learning Environment

Note: The Special Education Endorsement Program with an optional M.S. in Education with a specialization in Special Education (M.S.Ed.) does not offer any courses during the summer that have field experience or clinical practicum teaching requirements. Semester 3 courses may take place in the summer in semesters between 1 and 2 or following 2.

Guidebook

Walden University requires that all participants in its special education endorsement programs review the *Candidate Guidebook* and the *Clinical Practicum Handbook* to help them understand the guidelines and requirements of the program, including transition points, state endorsement, and field experiences. Participants can access the *Candidate Guidebook* and *Clinical Practicum Handbook* from their [myWalden](#) university portal. Participants enrolled in the special education endorsement programs should refer to the *Candidate Guidebook* for complete information on the programs and the policies and procedures related to them. Candidates should refer to the *Candidate Guidebook* for detailed information regarding the field experience requirements in the program.

Post-Baccalaureate Certificate in Instructional Design

Walden University's Post-Baccalaureate Certificate in Instructional Design provides students with foundational concepts and principles related to instructional design, multimedia development, learning theories, and instruction. This certificate program is a great option for students who are interested in finding out more about this field and who want to demonstrate to current or potential employers their

knowledge in this field. As an added benefit, all of these courses allow students to earn credits they can apply toward Walden's M.S. in Instructional Design and Technology degree program.

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

- Windows XP/Vista or Mac OS X*
- Adobe Web Premium (Students must purchase from Walden Computer Store to take advantage of student discount.)
- Free, downloadable software programs that may be required in order to complete the course and program requirements.

*Adobe Web Premium will not run effectively with Windows 2000.

Certificate Requirements

- 12 total semester credit hours
- Core course (3 sem. credits)
- Specialization courses (9 sem. credits)

Curriculum

Core Course (3 sem. cr.)

EDUC 6115 Learning Theories and Instruction (3 sem. cr.)

Specialization Courses (9 sem. cr.)

EIDT 6100 Instructional Design (3 sem. cr.)

EIDT 6110 Advanced Instructional Design (3 sem. cr.)

EIDT 6120 Multimedia Design and Development (3 sem. cr.)

Course Sequence

<i>Semester</i>	<i>Course</i>
1	EDUC 6115 Learning Theories and Instruction
	EIDT 6100 Instructional Design
2	EIDT 6110 Advanced Instructional Design
	EIDT 6120 Multimedia Design and Development

M.S. in Education

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

Specializations

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

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

Degree Requirements

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

Curriculum

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

Adolescent Literacy and Technology (Grades 6–12) Specialization

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

Core Courses (9 sem. cr.)

EDUC 6610	Teacher as Professional (3 sem. cr.)
EDUC 6640	Designing Curriculum, Instruction, and Assessment (3 sem. cr.)
EDUC 6653	Introduction to Educational Research (3 sem. cr.)

Specialization Courses (21 sem. cr.)

EDUC 6710	Understanding the Impact of Technology on Education, Work, and Society (3 sem. cr.)
EDUC 6712	Supporting Information Literacy and Online Inquiry in the Classroom (3 sem. cr.)
EDUC 6713	Integrating Technology Across the Content Areas (3 sem. cr.)
EDUC 6714	Reaching and Engaging All Learners Through Technology (3 sem. cr.)
READ 6581	Reading in the Content Areas, Grades 6–12 (3 sem. cr.)
READ 6582	Writing in the Content Areas, Grades 6–12 (3 sem. cr.)
READ 6584	Supporting Struggling Readers, Grades 6–12 (3 sem. cr.)

Course Sequence

<i>Semester</i>	<i>Course</i>
1	EDUC 6610 Teacher as Professional EDUC 6640 Designing Curriculum, Instruction and Assessment
2	EDUC 6710 Understanding the Impact of Technology on Education, Work, and Society READ 6581 Reading in the Content Areas, Grades 6-12
3	READ 6582 Writing in the Content Areas, Grades 6-12 EDUC 6712 Supporting Information Literacy and Online Inquiry in the Classroom
4	EDUC 6653 Introduction to Educational Research EDUC 6713 Integrating Technology Across the Content Areas
5	READ 6584 Supporting Struggling Readers, Grades 6-12 EDUC 6714 Reaching and Engaging All Learners Through Technology

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

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

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

Core Courses (15 sem. cr.)

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

Specialization Courses (15 sem. cr.)

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

Course Sequence

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

Educational Leadership (Non-Licensure) (Grades K–12) Specialization

This 36-semester-credit specialization will help educators gain the skills, knowledge, and experience to lead students, teachers, and schools to greater achievement—and that will provide them with the opportunity to help shape the future of education. However, the specialization is not approved to lead to licensure or certification as a principal or assistant principal except through a collaborative partnership between Walden University and the Harris County Department of Education in Texas known as the Principal Certification Academy.

The curriculum reflects the standards for leadership education developed by the Interstate School Leaders Licensure Consortium and the National Policy Board for Educational Administration. This specialization, grounded in research and evidence of best practices, defines what education professionals need to know and be able to do, at the most practical level, to enhance learning opportunities and outcomes for all students.

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

***Note on licensure:** Walden University is approved by Minnesota to offer the Ed.S. in Educational Leadership and Administration program that leads to licensure as a P–12 principal in Minnesota. This is the only program offered by Walden that is state approved as leading to any P–12 administrative/leadership license (e.g., assistant principal, principal, teacher leader, superintendent).*

In addition, through a partnership with the Harris County Department of Education, Walden's M.S. in Education, Educational Leadership program leads to principal licensure at the master's level in Texas. More information about the Texas Principal Certification Program can be found at <http://www.hcde-texas.org/default.aspx?name=PrinCert>.

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

Walden University makes no representation or guarantee that successful completion of Walden's programs, or coursework for graduate credit within any graduate program, will permit a graduate to obtain state certification or licensure as a P–12 teacher or administrator.

Courses (36 sem. cr.)

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

EDAD 6811 Internship 1 (3 sem. cr.)
 EDAD 6812 Internship 2 (3 sem. cr.)

Course Sequence

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

Elementary Reading and Literacy (PreK–6) Specialization

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

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

Note on licensure: Many states require individuals seeking a reading, reading specialist, or reading coach endorsement to complete a state-approved program. None of the graduate programs that Walden University currently offers have been approved by Minnesota, Walden's home state, to lead to any form of licensure as a P–12 reading specialist. These programs also do not include a practicum/field experience component, which is required in some states. It is the responsibility of Walden candidates to review their own state's certification requirements to ensure they are in the degree program that will help them meet their professional goals.

Core Courses (15 sem. cr.)

EDUC 6610 Teacher as Professional (3 sem. cr.)
 EDUC 6640 Designing Curriculum, Instruction, and Assessment (3 sem. cr.)
 EDUC 6650 Enhancing Learning Through Linguistic and Cultural Diversity (3 sem. cr.)

- EDUC 6653 Introduction to Educational Research (3 sem. cr.)
 EDUC 6657 Creating an Effective Classroom Learning Environment (3 sem. cr.)

Specialization Courses (15 sem. cr.)

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

Course Sequence

<i>Semester</i>	<i>Course</i>
1	EDUC 6610 Teacher as Professional EDUC 6640 Designing Curriculum, Instruction, and Assessment
2	EDUC 6705 Foundations of Reading and Literacy EDUC 6650 Enhancing Learning Through Linguistic and Cultural Diversity
3	EDUC 6706 The Beginning Reader, PreK–3 EDUC 6653 Introduction to Educational Research
4	EDUC 6707 The Developing Reader, Grades 4–6 EDUC 6657 Creating an Effective Classroom Learning Environment
5	EDUC 6708 Literacy Development in a Culturally and Linguistically Diverse Classroom EDUC 6709 Literacy Development in an Academically Diverse Classroom

Elementary Reading and Mathematics (Grades K–6) Specialization

This 30-semester-credit specialization offers teachers proven strategies to create classrooms that succeed in both reading and mathematics. Reading and mathematics serve as critical foundations for all students' future success, both in school and in the world beyond the classroom. Based on the International Reading Association and the National Council of Teachers of Mathematics standards, this specialization incorporates the latest research and strategies to maximize literacy and achievement and to build strong mathematical thinking and problem-solving abilities.

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

Note on licensure: Many states require individuals seeking a reading, reading specialist, or reading coach endorsement to complete a state-approved program. None of the graduate programs that Walden University currently offers have been approved by Minnesota, Walden's home state, to lead to any form of licensure as a P–12 reading specialist. These programs also do not include a practicum/field experience component, which is required in some states. It is the responsibility of Walden candidates to review their own state's certification requirements to ensure they are in the degree program that will help them meet their professional goals.

Core Courses (12 sem. cr.)

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

Specialization Courses (18 sem. cr.)

EDUC 6706	The Beginning Reader, PreK–3 (3 sem. cr.)
EDUC 6707	The Developing Reader, Grades 4–6 (3 sem. cr.)
EDUC 6709	Literacy Development in an Academically Diverse Classroom (3 sem. cr.)
MATH 6681	Elementary Mathematics: Number and Operations (3 sem. cr.)
MATH 6682	Elementary Mathematics: Geometry and Measurement (3 sem. cr.)
MATH 6683	Elementary Mathematics: Algebra (3 sem. cr.)

Course Sequence

<i>Semester</i>	<i>Course</i>
1	EDUC 6610 Teacher as Professional EDUC 6640 Designing Curriculum, Instruction, and Assessment
2	MATH 6681 Elementary Mathematics: Number and Operations MATH 6682 Elementary Mathematics: Geometry and Measurement
3	EDUC 6706 The Beginning Reader, PreK–3 EDUC 6707 The Developing Reader, Grades 4–6
4	EDUC 6653 Introduction to Educational Research EDUC 6657 Creating an Effective Classroom Learning Environment
5	EDUC 6709 Literacy Development in an Academically Diverse Classroom MATH 6683 Elementary Mathematics: Algebra

Integrating Technology in the Classroom (Grades K–12) Specialization

This 30-semester-credit specialization is based on the standards of the International Society for Technology in Education. Today's classrooms are increasingly faced with technologically savvy students, and teachers must utilize 21st-century knowledge and strategies to create an effective learning environment. This specialization allows teachers to model various technologies that engage and motivate learners and prepare them to thrive in a global society.

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

Core Courses (12 sem. cr.)

EDUC 6610	Teacher as Professional (3 sem. cr.)
EDUC 6650	Enhancing Learning Through Linguistic and Cultural Diversity (3 sem. cr.)

- EDUC 6653 Introduction to Educational Research (3 sem. cr.)
 EDUC 6657 Creating an Effective Classroom Learning Environment (3 sem. cr.)

Specialization Courses (18 sem. cr.)

- EDUC 6710 Understanding the Impact of Technology on Education, Work, and Society (3 sem. cr.)
 EDUC 6711 Bridging Learning Theory, Instruction, and Technology (3 sem. cr.)
 EDUC 6712 Supporting Information Literacy and Online Inquiry in the Classroom (3 sem. cr.)
 EDUC 6713 Integrating Technology Across the Content Areas (3 sem. cr.)
 EDUC 6714 Reaching and Engaging All Learners Through Technology (3 sem. cr.)
 EDUC 6715 New and Emerging Technologies (3 sem. cr.)

Course Sequence

<i>Semester</i>	<i>Course</i>
1	EDUC 6610 Teacher as Professional EDUC 6650 Enhancing Learning Through Linguistic and Cultural Diversity
2	EDUC 6710 Understanding the Impact of Technology on Education, Work, and Society EDUC 6657 Creating an Effective Classroom Learning Environment
3	EDUC 6711 Bridging Learning Theory, Instruction, and Technology EDUC 6653 Introduction to Educational Research
4	EDUC 6712 Supporting Information Literacy and Online Inquiry in the Classroom EDUC 6713 Integrating Technology Across the Content Areas
5	EDUC 6714 Reaching and Engaging All Learners Through Technology EDUC 6715 New and Emerging Technologies

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

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

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

Note on licensure: Many states require individuals seeking a reading, reading specialist, or reading coach endorsement to complete a state approved program. None of the graduate programs that Walden University currently offers have been approved by Minnesota, Walden's home state, to lead to any form of licensure as a P–12 reading specialist. These programs also do not include a practicum/field experience component, which is required in some states. It is the responsibility of Walden candidates to review their own state's certification requirements to ensure they are in the degree program that will help them meet their professional goals.

Core Courses (18 sem. cr.)

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

Specialization Courses (12 sem. cr.)

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

Course Sequence

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

Mathematics (Grades K–5) Specialization

This 30-semester-credit specialization is based on the National Council of Teachers of Mathematics' Standards for School Mathematics and the National Board for Professional Teaching Standards. This specialization is designed to help teachers improve their own mathematics content skills, which should lead to more effective teaching of mathematics. The specialization focuses on the content areas of number and operations, geometry and measurement, algebra, and data analysis and probability.

Additional focus areas are

- Research and best practices related to the teacher as a professional
- Cultural and linguistic diversity
- Supportive learning environments
- The keys to building a learning community that motivates and engages students
- The teacher as the facilitator of learning
- Knowledge and beliefs about designing curriculum, instruction, and assessment

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

Core Courses (18 sem. cr.)

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

Specialization Courses (12 sem. cr.)

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

Course Sequence

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

Mathematics (Grades 6–8) Specialization

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

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

Core Courses (18 sem. cr.)

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

Specialization Courses (12 sem. cr.)

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

Course Sequence

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

Middle Level Education (Grades 5–8) Specialization

This is a 30-semester-credit specialization that serves classroom educators in the middle grades who are interested in meeting the developmental and educational needs of young adolescents (ages 10–14), usually organized in schools with at least a grade 7. The specialization curriculum is based on the standards for Middle Level Teacher Preparation approved by the National Middle School Association and NCATE, as well as the National Board for Professional Teaching Standards.

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

- Research and best practices related to young adolescent development

- Organizational structures for high-success middle grades schools
- The middle grades curriculum continuum
- Pedagogy and assessment for student success
- Middle grades teaching content
- Connecting with families and community

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

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

Specialization Courses (24 sem. cr.)

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

Teaching Fields Content (6 sem. cr.)

Choose two:

EDUC 6561	Mathematics for Middle Level Teachers (3 sem. cr.)
EDUC 6562	Understanding and Teaching the Language Arts (3 sem. cr.)
EDUC 6563	Science for Middle Level Teachers (3 sem. cr.)
EDUC 6564	Understanding and Teaching the Social Studies (3 sem. cr.)

Course Sequence

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

Science (Grades K–8) Specialization

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

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

Core Courses (15 sem. cr.)

EDUC 6610	Teacher As Professional (3 sem. cr.)
EDUC 6640	Designing Curriculum, Instruction, and Assessment (3 sem. cr.)
EDUC 6657	Creating an Effective Classroom (3 sem. cr.)
EDUC 6650	Enhancing Learning through Linguistic and Cultural Diversity (3 sem. cr.)
EDUC 6653	Introduction to Educational Research (3 sem. cr.)

Specialization Courses (15 sem. cr.)

SCIE 6660	The Nature of Science (3 sem. cr.)
SCIE 6661	Exploring the Physical World (3 sem. cr.)
SCIE 6662	Investigating the Living World (3 sem. cr.)
SCIE 6663	Exploring the Earth and Beyond (3 sem. cr.)
SCIE 6664	Looking Into the Future of Science and Education (3 sem. cr.)

Course Sequence

<i>Semester</i>	<i>Course</i>
1	EDUC 6610 Teacher As Professional EDUC 6640 Designing Curriculum, Instruction, and Assessment
2	EDUC 6657 Creating an Effective Classroom SCIE 6660 The Nature of Science
3	SCIE 6661 Exploring the Physical World EDUC 6650 Enhancing Learning through Linguistic and Cultural Diversity
4	SCIE 6662 Investigating the Living World SCIE 6663 Exploring the Earth and Beyond
5	EDUC 6653 Introduction to Educational Research SCIE 6664 Looking Into the Future of Science and Education

Special Education (Grades K–12) (Non-Licensure*) Specialization

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

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

Core Courses (12 sem. cr.)

EDUC 6610	Teacher As Professional (3 sem. cr.)
EDUC 6640	Designing Curriculum, Instruction, and Assessment (3 sem. cr.)
EDUC 6650	Enhancing Learning through Linguistic and Cultural Diversity (3 sem. cr.)
EDUC 6653	Introduction to Educational Research (3 sem. cr.)

Specialization Courses (18 sem. cr.)

EDUC 6720	The Special Educator as Instructional Leader (3 sem. cr.)
EDUC 6721	The Impact of Disabilities on Learning and Teaching (3 sem. cr.)
EDUC 6722	Strategic Collaboration in Special Education (3 sem. cr.)
EDUC 6723	Advanced Instructional Strategies in Special Education (3 sem. cr.)
EDUC 6724	Literacy Interventions in Special Education (3 sem. cr.)
EDUC 6725	Advanced Behavioral Intervention in Special Education (3 sem. cr.)

Course Sequence

Semester	Course
1	EDUC 6610 Teacher As Professional EDUC 6640 Designing Curriculum, Instruction, and Assessment
2	EDUC 6650 Enhancing Learning through Linguistic and Cultural Diversity EDUC 6720 The Special Educator as Instructional Leader
3	EDUC 6653 Introduction to Educational Research EDUC 6721 The Impact of Disabilities on Learning and Teaching
4	EDUC 6722 Strategic Collaboration in Special Education EDUC 6723 Advanced Instructional Strategies in Special Education
5	EDUC 6724 Literacy Interventions in Special Education EDUC 6725 Advanced Behavioral Intervention in Special Education

Teacher Leadership (Grades K–12) Specialization

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

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

Note on licensure: *Walden University is approved by Minnesota to offer the Ed.S. in Educational Leadership and Administration program that leads to licensure as a P–12 principal in Minnesota. This is the only program offered by Walden that is state approved as leading to any P–12 administrative/leadership license (e.g., assistant principal, principal, teacher leader, superintendent).*

In addition, through a partnership with the Harris County Department of Education, Walden's M.S. in Education, Educational Leadership program leads to principal licensure at the master's level in Texas. More information about the Texas Principal Certification Program can be found at <http://www.hcde-texas.org/default.aspx?name=PrinCert>.

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

Walden University makes no representation or guarantee that successful completion of Walden's programs, or coursework for graduate credit within any graduate program, will permit a graduate to obtain state certification or licensure as a P–12 teacher or administrator.

Core Courses (18 sem. cr.)

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

Specialization Courses (12 sem. cr.)

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

Course Sequence

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

Master's Acceleration Programs

M.S. in Instructional Design and Technology

Advanced Walden undergraduate students can accelerate the time to complete the M.S. in Instructional Design and Technology degree.

To help ensure student success, the following requirements have been established:

- The student must be in good standing with the university.
- The student must meet the minimum admissions requirements for the master's program they choose to enter.
- The student must earn a *B* (3.0) or better in each of the courses.

Note: Students are advised to consult the Walden University Student Handbook for more information on requirements.

The following requirements have been established for Walden undergraduate students who are interested in entering Walden's M.S. in Instructional Design and Technology program:

<i>M.S. in Instructional Design and Technology Courses</i>	<i>Remarks</i>
EIDT 6100 Instructional Design (3 sem. cr.)	Students who successfully complete EIDT 2004 Instructional Design I (5 cr.) and EIDT 3004 Instructional Design II (5 cr.) with a <i>B</i> or better in both may transfer out of this course
EIDT 6120 Multimedia Design and Development (3 sem. cr.)	Students who successfully complete EIDT 3002 Multimedia Tools (5 cr.) and EIDT 4002 Web Design II (5 cr.) with a <i>B</i> or better in both may transfer out of this course
EDUC 6135 Distance Learning (3 sem. cr.)	Students who successfully complete EIDT 2003 Introduction to Distance Education (5 cr.) and EIDT 4001 Instructional Design Capstone (5 cr.) with a <i>B</i> or better in both may transfer out of this course

M.S. in Instructional Design and Technology

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

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

Walden's program blends conceptual coursework with hands-on experience so that students can

- Apply learning theory to design and deliver technology-based learning experiences that improve performance.
- Educate employees and/or customers via instruction, Web-based training, webinars, electronic performance support systems, online courses, and other learning formats.
- Evaluate the effectiveness of instructional materials and implement needed changes.
- Gain experience in predicting the training and development needs of an organization.
- Understand and apply common technology tools to create learning materials that meet a variety of needs.
- Break organizational, disciplinary, and geographic boundaries using distance-learning technologies.

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

- *Windows XP/Vista or Mac OS X**
- *Adobe Web Premium (Students must purchase from Walden Computer Store to take advantage of student discount.)*
- *Free, downloadable software programs that may be required in order to complete the course and program requirements.*

**Adobe Web Premium will not run effectively with Windows 2000.*

Specializations

- General
- Online Learning
- Training and Performance Improvement

Degree Requirements

General

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

Online Learning Specialization; Training and Performance Improvement Specialization

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

Curriculum

General

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

Core Courses (27 sem. cr.)

EDUC 6105	Organizations, Innovation, and Change (3 sem. cr.)
EDUC 6115	Learning Theories and Instruction (3 sem. cr.)
EIDT 6100	Instructional Design (3 sem. cr.)
EIDT 6110	Advanced Instructional Design (3 sem. cr.)
EIDT 6120	Multimedia Design and Development (3 sem. cr.)
EDUC 6125	Foundations of Research (3 sem. cr.)
EDUC 6135	Distance Learning (3 sem. cr.)
EDUC 6145	Project Management in Education and Training (3 sem. cr.)
EIDT 6130	Program Evaluation (3 sem. cr.)

Capstone Course (3 sem. cr.)

EIDT 6910	Capstone: Practical Application of Instructional Design (3 sem. cr.)
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Course Sequence

<i>Semester</i>	<i>Course</i>
1	EDUC 6105 Organizations, Innovation, and Change
	EDUC 6115 Learning Theories and Instruction
2	EIDT 6100 Instructional Design
	EIDT 6110 Advanced Instructional Design
3	EIDT 6120 Multimedia Design and Development
	EDUC 6125 Foundations of Research
4	EDUC 6135 Distance Learning
	EDUC 6145 Project Management in Education and Training
5	EIDT 6130 Program Evaluation
	EIDT 6910 Capstone: Practical Application of Instructional Design

Online Learning Specialization

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

In this specialization, students will

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

Core Courses (27 sem. cr.)

EDUC 6105	Organizations, Innovation, and Change (3 sem. cr.)
EDUC 6115	Learning Theories and Instruction (3 sem. cr.)
EIDT 6100	Instructional Design (3 sem. cr.)
EIDT 6110	Advanced Instructional Design (3 sem. cr.)
EIDT 6120	Multimedia Design and Development (3 sem. cr.)
EDUC 6125	Foundations of Research (3 sem. cr.)
EDUC 6135	Distance Learning (3 sem. cr.)
EDUC 6145	Project Management in Education and Training (3 sem. cr.)
EIDT 6130	Program Evaluation (3 sem. cr.)

Specialization Courses (6 sem. cr.)

EIDT 6510	Online Instructional Strategies (3 sem. cr.)
EIDT 6511	Assessments in Online Environments (3 sem. cr.)

Capstone Course (3 sem. cr.)

EIDT 6910	Capstone: Practical Application of Instructional Design (3 sem. cr.)
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Course Sequence

<i>Semester</i>	<i>Course</i>
1	EDUC 6105 Organizations, Innovation, and Change
	EDUC 6115 Learning Theories and Instruction
2	EIDT 6100 Instructional Design
	EIDT 6110 Advanced Instructional Design
3	EIDT 6120 Multimedia Design and Development
	EDUC 6125 Foundations of Research
4	EDUC 6135 Distance Learning
	EDUC 6145 Project Management in Education and Training
5	EIDT 6130 Program Evaluation
	EIDT 6510 Online Instructional Strategies
6	EIDT 6511 Assessments in Online Environments
	EIDT 6910 Capstone: Practical Application of Instructional Design

Training and Performance Improvement

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

In this specialization, students

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

Core Courses (27 sem. cr.)

EDUC 6105	Organizations, Innovation, and Change (3 sem. cr.)
EDUC 6115	Learning Theories and Instruction (3 sem. cr.)
EIDT 6100	Instructional Design (3 sem. cr.)
EIDT 6110	Advanced Instructional Design (3 sem. cr.)
EIDT 6120	Multimedia Design and Development (3 sem. cr.)
EDUC 6125	Foundations of Research (3 sem. cr.)
EDUC 6135	Distance Learning (3 sem. cr.)
EDUC 6145	Project Management in Education and Training (3 sem. cr.)
EIDT 6130	Program Evaluation (3 sem. cr.)

Specialization Courses (6 sem. cr.)

EIDT 6500 Performance Improvement (3 sem. cr.)
EIDT 6501 Training and Development (3 sem. cr.)

Capstone Course (3 sem. cr.)

EIDT 6910 Capstone: Practical Application of Instructional Design (3 sem. cr.)

Course Sequence

<i>Semester</i>	<i>Course</i>
1	EDUC 6105 Organizations, Innovation, and Change
	EDUC 6115 Learning Theories and Instruction
2	EIDT 6100 Instructional Design
	EIDT 6110 Advanced Instructional Design
3	EIDT 6120 Multimedia Design and Development
	EDUC 6125 Foundations of Research
4	EDUC 6135 Distance Learning
	EDUC 6145 Project Management in Education and Training
5	EIDT 6130 Program Evaluation
	EIDT 6500 Performance Improvement
6	EIDT 6501 Training and Development
	EIDT 6910 Capstone: Practical Application of Instructional Design

Education Specialist (Ed.S.) in Administrator Leadership for Teaching and Learning

The Education Specialist (Ed.S.) in Administrator Leadership for Teaching and Learning program is designed for administrators who want to quickly increase their effectiveness in transforming their educational environment. The program's curriculum is focused on an innovative, collaborative model of administration and is designed to increase expertise in understanding and analyzing research. Graduates will have the skills to integrate theory and practice to advance their careers and have a positive impact on their educational communities.

Note on licensure: Walden University is approved by Minnesota to offer the Ed.S. in Educational Leadership and Administration program that leads to licensure as a P–12 principal in Minnesota. This is the only program offered by Walden that is state approved as leading to any P–12 administrative/leadership license (e.g., assistant principal, principal, teacher leader, superintendent).

In addition, through a partnership with the Harris County Department of Education, Walden's M.S. in Education, Educational Leadership program leads to principal licensure at the master's level in Texas. More information about the Texas Principal Certification Program can be found at <http://www.hcde-texas.org/default.aspx?name=PrinCert>.

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

Walden University makes no representation or guarantee that successful completion of Walden's programs, or coursework for graduate credit within any graduate program, will permit a graduate to obtain state certification or licensure as a P-12 teacher or administrator.

Degree Requirements

- 36 total semester credits
- Foundation course (6 sem. cr.)
- Core courses (24 sem. cr.)
- Capstone course (6 cr.)

***Note:** One course is dedicated to research. Additional research modules are embedded in other courses.*

Curriculum

Foundations Course (6 sem. cr.)

EDAD 7002 Foundations: Administrator Leadership for Teaching and Learning (6 sem. cr.)

Core Courses (24 sem. cr.)

EDAD 7200 Leadership for Today's Schools (6 sem. cr.)

EDAD 7201 Applied Research in Education (6 sem. cr.)

EDAD 7202 Leading to Promote Learning (6 sem. cr.)

EDAD 7203 Leading Professional Learning Communities (6 sem. cr.)

Capstone Course (6 sem. cr.)

EDAD 7900 School Leadership Capstone: Trends, Issues, and Global Perspectives (6 sem. cr.)

Course Sequence

Semester	Course
1	EDAD 7002 Foundations: Administrator Leadership for Teaching and Learning
2	EDAD 7200 Leadership for Today's Schools (6 sem. cr.)
3	EDAD 7201 Applied Research in Education (6 sem. cr.)
4	EDAD 7202 Leading to Promote Learning (6 sem. cr.)
5	EDAD 7203 Leading Professional Learning Communities
6	EDAD 7900 School Leadership Capstone: Trends, Issues, and Global Perspectives

Education Specialist (Ed.S.) in Educational Leadership and Administration (Principal Preparation)

Walden University's Ed.S. in Educational Leadership and Administration program is approved by the Minnesota Board of School Administrators as a principal preparation program that leads to P-12 Principal Licensure in Minnesota.* With curriculum aligned to key professional organizations such as the Interstate School Leaders Licensure Consortium, the National Policy Board for Educational Administration, and the Minnesota Board of School Administrators, principal candidates can expect a learning experience that is based on established standards by respected organizations.

This program will prepare principal candidates to become exemplary, well-informed school leaders who can manage complex educational issues, evaluate and improve instructional programs, develop diverse school personnel, and create a shared strategic vision, as well as encourage and inspire students, staff, families and the community to provide a safe and secure learning environment.

This unique, scholar-practitioner program is grounded in research and provides authentic school leadership experiences that will lead to the successful development of principal candidates.

Note on licensure: *Walden University is approved by Minnesota to offer the Ed.S. in Educational Leadership and Administration program that leads to licensure as a P-12 principal in Minnesota. This is the only program offered by Walden that is state approved as leading to any P-12 administrative/leadership license (e.g., assistant principal, principal, teacher leader, superintendent).*

In addition, through a partnership with the Harris County Department of Education, Walden's M.S. in Education, Educational Leadership program leads to principal licensure at the master's level in Texas. More information about the Texas Principal Certification Program can be found at <http://www.hcde-texas.org/default.aspx?name=PrinCert>.

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

Walden University makes no representation or guarantee that successful completion of Walden's programs, or coursework for graduate credit within any graduate program, will permit a graduate to obtain state certification or licensure as a P–12 teacher or administrator.

Degree Requirements

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

Curriculum

Foundation Course (3 sem. cr.)

EDUC 7002 Foundations: Educational Leadership and Administration (3 sem. cr.)

Core Courses (27 sem. cr.)

EDUC 7200 Teaching and Learning for School Leaders (3 sem. cr.)
EDUC 7201 Communication and Collaboration for Leaders (3 sem. cr.)
EDUC 7202 Ensuring Quality Education for Students with Diverse Needs (3 sem. cr.)
EDUC 7203 Policy and Law in School Organizations (3 sem. cr.)
EDUC 7204 Using Data to Strengthen Schools (3 sem. cr.)
EDUC 7205 Budgeting and Allocating Resources (3 sem. cr.)
EDUC 7206 Creating Positive, Safe, and Effective Learning Environments (3 sem. cr.)
EDUC 7207 Leading Curriculum Initiatives: Literacy and Math (3 sem. cr.)
EDUC 7208 Recruiting, Evaluating, and Retaining School Personnel (3 sem. cr.)

Field Experience (6 sem. cr.)

EDUC 7801 Field Experience (1 sem. cr.)
EDUC 7802 Field Experience (1 sem. cr.)
EDUC 7803 Field Experience (1 sem. cr.)
EDUC 7804 Field Experience (1 sem. cr.)
EDUC 7805 Field Experience (1 sem. cr.)
EDUC 7806 Field Experience (1 sem. cr.)

Course Sequence

Semester	Course
1	EDUC 7002 Foundations: Educational Leadership and Administration
	EDUC 7200 Teaching and Learning for School Leaders
2	EDUC 7201 Communication and Collaboration for Leaders
	EDUC 7202 Ensuring Quality Education for Students with Diverse Needs EDUC 7801 Field Experience
3	EDUC 7203 Policy and Law in School Organizations EDUC 7802 Field Experience
	EDUC 7204 Using Data to Strengthen Schools EDUC 7803 Field Experience
4	EDUC 7205 Budgeting and Allocating Resources EDUC 7804 Field Experience
	EDUC 7206 Creating Positive, Safe, and Effective Learning Environments EDUC 7805 Field Experience
5	EDUC 7207 Leading Curriculum Initiatives: Literacy and Math EDUC 7806 Field Experience
	EDUC 7208 Recruiting, Evaluating, and Retaining School Personnel

Handbook

Walden University requires that all candidates in its principal preparation program review the *Candidate Handbook* and *Field Experience Handbook* in order to help them understand the guidelines and requirements of the program.

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

Education Specialist (Ed.S.) in Educational Technology

The Education Specialist (Ed.S.) in Educational Technology is for professionals who are leaders in planning, evaluating, and administering technological practices and tools in their schools and communities in a productive manner. The program prepares its graduates for careers as research-based, innovative practitioners who apply their research skills primarily to improve the educational experience of students and faculty by effectively using technology. Degree candidates will develop an expertise in

educational technology that will enable them to combine theory and practice to become more effective and knowledgeable teachers and technology leaders for problem-solving and collaboration in education systems and in the workplace.

Eight of the courses in the Ed.S. in Educational Technology can be transferred into Walden's Ph.D. in Education program with a specialization in Educational Technology.

Degree Requirements

- 46 total quarter credits
- Foundation course (2 cr.)
- Technology courses (40 cr.)
- Capstone course (4 cr.)
- Minimum 6 quarters enrollment

Curriculum

Foundation Course (2 cr.)

EDUC 7001 Foundations: Ed.S. in Educational Technology (2 cr.)

Technology Courses (40 cr.)

EDUC 7100 Evolution of Educational Technology in Society, Education, and the Workplace (4 cr.)
EDUC 7101 Diffusion and Integration of Technology in Education (4 cr.)
EDUC 7102 Principles of Distance Education (4 cr.)
EDUC 7103 Leading and Managing Educational Technology (4 cr.)
EDUC 7104 Designing Instruction for Distance Education (4 cr.)
EDUC 7105 Learning Theory and Educational Technology (4 cr.)
EDUC 7106 Technology Integration and Curriculum (4 cr.)
EDUC 7107 Multimedia Technology to Facilitate Learning (4 cr.)
EDUC 7108 Emerging and Future Technology (4 cr.)
EDUC 7109 Diverse Learners and Technology (4 cr.)

Capstone Course (4 cr.)

EDUC 7900 Capstone (4 cr.)

Course Sequence

Quarter	Course
1	EDUC 7001 Foundations: Ed.S. Educational Technology EDUC 7100 Evolution of Educational Technology in Society, Education, and the Workplace
2	EDUC 7101 Diffusion and Integration of Technology in Education EDUC 7102 Principles of Distance Education
3	EDUC 7103 Leading and Managing Educational Technology EDUC 7104 Designing Instruction for Distance Education
4	EDUC 7105 Learning Theory and Educational Technology EDUC 7106 Technology Integration and Curriculum
5	EDUC 7107 Multimedia Technology to Facilitate Learning EDUC 7108 Emerging and Future Technology
6	EDUC 7109 Diverse Learners and Technology EDUC 7900 Capstone

Education Specialist (Ed.S.) in Teacher Leadership

The Education Specialist (Ed.S.) in Teacher Leadership program is designed for educators who want to quickly increase their ability to make contributions to their school or organization, thereby improving the lives of their students. The program's curriculum focuses on best practices that can be applied immediately in the classroom. This empowers educators at all levels of experience to use research to effect change and improve student learning, while developing the skills needed for professional advancement.

Note on licensure: Walden University is approved by Minnesota to offer the Ed.S. in Educational Leadership and Administration program that leads to licensure as a P-12 principal in Minnesota. This is the only program offered by Walden that is state approved as leading to any P-12 administrative/leadership license (e.g., assistant principal, principal, teacher leader, superintendent).

In addition, through a partnership with the Harris County Department of Education, Walden's M.S. in Education, Educational Leadership program leads to principal licensure at the master's level in Texas. More information about the Texas Principal Certification Program can be found at <http://www.hcde-texas.org/default.aspx?name=PrinCert>.

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

Walden University makes no representation or guarantee that successful completion of Walden's programs, or coursework for graduate credit within any graduate program, will permit a graduate to obtain state certification or licensure as a P–12 teacher or administrator.

Degree Requirements

- 36 semester credits
- Foundation course (6 sem. cr.)
- Core courses (24 sem. cr.)
- Capstone course (6 cr.)

Curriculum

Foundation Course (6 sem. cr.)

EDUC 7004 Foundations: Teacher Leadership (6 sem. cr.)

Core Courses (24 sem. cr.)

EDUC 7210 Leadership for Today's Schools (6 sem. cr.)

EDUC 7211 Applied Research in Education (6 sem. cr.)

EDUC 7212 Teaching and Learning: Theory and Research (6 sem. cr.)

EDUC 7213 Collegial Interactions and Professional Development (6 sem. cr.)

Capstone Course (6 sem. cr.)

EDUC 7902 Teacher Leadership Capstone: Trends, Issues and Global Perspectives (6 sem. cr.)

Course Sequence

<i>Semester</i>	<i>Course</i>
1	EDUC 7004 Foundations: Teacher Leadership
2	EDUC 7210 Leadership for Today's Schools
3	EDUC 7211 Applied Research in Education
4	EDUC 7212 Teaching and Learning: Theory and Research
5	EDUC 7213 Collegial Interactions and Professional
6	EDUC 7902 Teacher Leadership Capstone: Trends, Issues, and Global Perspectives

Doctor of Education (Ed.D.)

Walden's Ed.D. programs are designed for educators who want to continue their practice while assuming influential roles in their schools and communities. The programs are built upon five critical components: teaching and lifelong learning, research and reflective analytical thought, leadership and communication, diversity, and collaborative social change. These critical components are the basis for the programs' learning outcomes, as students develop expertise in various areas, promoting equity and excellence.

Specializations

- Administrator Leadership for Teaching and Learning
- Higher Education and Adult Learning
- Teacher Leadership

Degree Requirements

- 54 total semester credit hours
- Foundation course (6 sem. cr.)
- Applied Research (6 sem. cr.)
- Core courses (24 sem. cr.)
- Project study (6 sem. cr.)
- Doctoral study intensive (a minimum of 12 sem. cr.)
- One 3-day academic residency
- ePortfolio
- Minimum 9 semesters enrollment

Curriculum

Administrator Leadership for Teaching and Learning Specialization

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

Note on licensure: Walden University is approved by Minnesota to offer the Ed.S. in Educational Leadership and Administration program that leads to licensure as a P-12 principal in Minnesota. This is

the only program offered by Walden that is state approved as leading to any P–12 administrative/leadership license (e.g., assistant principal, principal, teacher leader, superintendent).

In addition, through a partnership with the Harris County Department of Education, Walden's M.S. in Education, Educational Leadership program leads to principal licensure at the master's level in Texas. More information about the Texas Principal Certification Program can be found at <http://www.hcde-texas.org/default.aspx?name=PrinCert>.

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

Walden University makes no representation or guarantee that successful completion of Walden's programs, or coursework for graduate credit within any graduate program, will permit a graduate to obtain state certification or licensure as a P–12 teacher or administrator.

Foundation Course (6 sem. cr.)

EDAD 8040 Foundations: Administrator Leadership for Teaching and Learning (6 sem. cr.)

Applied Research (6 sem. cr.)

EDAD 8141 Applied Research in Education (6 sem. cr.)

Core Courses (24 sem. cr.)

EDAD 8140 Leadership for Today's Schools (6 sem. cr.)

EDAD 8142 Leading to Promote Learning (6 sem. cr.)

EDAD 8143 Leading Professional Learning Communities (6 sem. cr.)

EDAD 8144 School Leadership Capstone: Trends, Issues, and Global Perspectives (6 sem. cr.)

Project Study (6 sem. cr.)

EDAD 8145 Project Study: Research in Practice (6 sem. cr.)

Doctoral Study (12 sem. cr.)

EDAD 8080 Doctoral Study Companion (non-credit)

EDAD 8090 Doctoral Study Intensive (12 sem. cr.—6 sem. cr. per term for 2 terms)

Course Sequence

<i>Semester</i>	<i>Course</i>
1	EDAD 8040 Foundations: Administrator Leadership for Teaching and Learning (6 sem. cr.)
2	EDAD 8140 Leadership for Today's Schools (6 sem. cr.)
3	EDAD 8141 Applied Research in Education (6 sem. cr.)
4	EDAD 8142 Leading to Promote Learning (6 sem. cr.)
5	EDAD 8143 Leading Professional Learning Communities (6 sem. cr.)
6	EDAD 8144 School Leadership Capstone: Trends, Issues, and Global Perspectives (6 sem. cr.)
7	EDAD 8145 Project Study: Research in Practice (6 sem. cr.)
8	EDUC 8090 Doctoral Study Intensive*
9	EDUC 8090 Doctoral Study Intensive* – continued

****Note:*** This course may not be taken concurrently with any other course.

Higher Education and Adult Learning Specialization

The specialization in Higher Education and Adult Learning is designed for educators who want to improve learning among adults in the classroom or the workplace and to effect social change in the field of adult learning. The curriculum is built upon a foundation of continual instructional development and renewal as a professional educator and provides an opportunity for educators to attain expertise in constructivist teaching and learning and to gain diverse perspectives on learning and teaching.

Foundation Course (6 sem. cr.)

EDUC 8100 Foundations: Higher Education and Adult Learning (6 sem. cr.)

Applied Research (6 sem. cr.)

EDUC 8102 Applied Research in Education (6 sem. cr.)

Core Courses (36 sem. cr.)

EDUC 8101 How Adults Learn: Theory and Research (6 sem. cr.)

EDUC 8102 Applied Research in Education (6 sem. cr.)

EDUC 8103 Designing and Assessing Learning Experiences (6 sem. cr.)

EDUC 8104 Facilitating Adult Learning (6 sem. cr.)

EDUC 8105 Adult Learning: Trends, Issues, Global Perspectives (6 sem. cr.)

Project Study (6 sem. cr.)

EDUC 8106 Project Study: Research in Practice (6 sem. cr.)

Doctoral Study (12 sem. cr.)

EDUC 8080 Doctoral Study Companion (non-credit)

EDUC 8090 Doctoral Study Intensive (12 sem. cr.—6 sem. cr. per term for 2 terms)

Course Sequence

<i>Semester</i>	<i>Course</i>
1	EDUC 8100 Foundations: Higher Education and Adult Learning*
2	EDUC 8101 How Adults Learn: Theory and Research
3	EDUC 8102 Applied Research in Education
4	EDUC 8103 Designing and Assessing Learning Experiences
5	EDUC 8104 Facilitating Adult Learning
6	EDUC 8105 Adult Learning: Trends, Issues, Global Perspectives EDUC 8080 Doctoral Study Companion
7	EDUC 8106 Project Study: Research in Practice EDUC 8080 Doctoral Study Companion – continued
8	EDUC 8090 Doctoral Study Intensive*
9	EDUC 8090 Doctoral Study Intensive* – continued

**Note: This course may not be taken concurrently with any other course.*

Teacher Leadership Specialization

The specialization in Teacher Leadership focuses on the “teacher as leader” and promotes experienced educators to effect change through improvement of teaching and learning. Unlike doctoral programs that are designed to lead instructional professionals out of the learning setting into positions as principals, superintendents, or other administrators, this degree is intended for educators whose aspirations are as follows:

- To perfect the art and science of teaching
- To use their talents to improve learning among students in the classroom
- To influence positively the conditions for learning at the school, district, community, and state levels.

Note on licensure: Walden University is approved by Minnesota to offer the Ed.S. in Educational Leadership and Administration program that leads to licensure as a P–12 principal in Minnesota. This is the only program offered by Walden that is state approved as leading to any P–12 administrative/leadership license (e.g., assistant principal, principal, teacher leader, superintendent).

In addition, through a partnership with the Harris County Department of Education, Walden’s M.S. in Education, Educational Leadership program leads to principal licensure at the master’s level in Texas. More information about the Texas Principal Certification Program can be found at <http://www.hcde-texas.org/default.aspx?name=PrinCert>.

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

Walden University makes no representation or guarantee that successful completion of Walden's programs, or coursework for graduate credit within any graduate program, will permit a graduate to obtain state certification or licensure as a P–12 teacher or administrator.

Foundation Course (6 sem. cr.)

EDUC 8040 Foundations: Teacher Leadership (6 sem. cr.)

Applied Research (6 sem. cr.)

EDUC 8141 Applied Research in Education (6 sem. cr.)

Specialization Courses (30 sem. cr.)

EDUC 8140 Leadership for Today's Schools (6 sem. cr.)

EDUC 8141 Applied Research in Education (6 sem. cr.)

EDUC 8142 Teaching and Learning: Theory and Research (6 sem. cr.)

EDUC 8143 Collegial Interactions and Professional Development (6 sem. cr.)

EDUC 8144 Teacher Leadership: Trends, Issues and Global Perspectives (6 sem. cr.)

Project Study (6 sem. cr.)

EDUC 8145 Project Study: Research in Practice (6 sem. cr.)

Doctoral Study (12 sem. cr.)

EDUC 8080 Doctoral Study Companion (non-credit)

EDUC 8090 Doctoral Study Intensive (12 sem. cr.—6 sem. cr. per term for 2 terms)

Course Sequence

<i>Semester</i>	<i>Course</i>
1	EDUC 8040 Foundations: Teacher Leadership*
2	EDUC 8140 Leadership for Today's Schools (6 sem. cr.)
3	EDUC 8141 Applied Research in Education (6 sem. cr.)
4	EDUC 8142 Teaching and Learning: Theory and Research (6 sem. cr.)
5	EDUC 8143 Collegial Interactions and Professional Development (6 sem. cr.)
6	EDUC 8144 Teacher Leadership: Trends, Issues and Global Perspectives (6 sem. cr.)
7	EDUC 8145 Project Study: Research in Practice (6 sem. cr.)
8	EDUC 8090 Doctoral Study Intensive*
9	EDUC 8090 Doctoral Study Intensive* – continued

**Note: This course may not be taken concurrently with any other course.*

Ph.D. in Education

The Ph.D. in Education is a research-based program that produces outstanding professionals who can address the nation's most pressing challenges in the field of education. Educators are expected to come to the program with defined learning goals and challenges and to participate in designing their own Program of Study. A General Program and specializations in eight established and newly emerging fields are available. For students whose particular learning interests are not met by one of the specializations or whose interests are interdisciplinary, The Richard W. Riley College of Education and Leadership also offers students a self-designed specialization to meet their unique needs.

Specializations

- General Program
- Adult Education Leadership
- Community College Leadership
- Curriculum, Instruction, and Assessment
- Early Childhood and Primary Education
- Educational Technology
- Higher Education
- K–12 Educational Leadership
- Special Education
- Self-Designed

Degree Requirements

- 126–127 total quarter credit hours, depending on the specialization
- Foundation course (6 cr.)
- KAMs and/or courses, and Research Sequence (90–91 cr.)
- Satisfactory progress in all SBSF 7100 registrations
- Proposal, dissertation, and oral presentation (30 cr.)
- 20 days of academic residency (two 4-day and two 6-day residencies)
- Minimum 8–10 quarters enrollment

Curriculum

The Ph.D. in Education program requires mastery of knowledge in three areas:

- The foundational social and behavioral sciences
- Scientific inquiry and research methodology

- The student's specialized field chosen from a broad range of professional education studies

Students select their specialization at the outset of their program and complete their doctoral program by conducting original research and writing a results-oriented dissertation that demonstrates command of the discipline.

Core Curriculum

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

Foundation Course (6 cr.)

EDUC 8008 Foundations for Doctoral Study (6 cr.)

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

Core KAMS I–III (42 cr.)

In the core KAMs, students gain a foundation of knowledge and prepare to enhance their professional practice in a constantly changing environment.

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

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

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

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

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

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

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

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

Depth: SBSF 8220 Current Research in Human Development (5 cr.)

Application: SBSF 8230 Professional Practice and Human Development (4 cr.)

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

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

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

Depth: SBSF 8320 Current Research in Organizational and Social Systems (5 cr.)

Application: SBSF 8330 Professional Practice and Organizational and Social Systems (4 cr.)

Research Sequence (21 cr.)

Core Research Sequence (12 cr.)

Courses comprising the core research sequence are conducted online and require weekly readings, participation in discussions, and assignment completion. Course instructors guide discussions and evaluate discussion and application assignments. RSCH 8100D must be completed during the second term and is linked to Milestone 2 of the academic residencies. RSCH 8200D and RSCH 8300D must be completed prior to registering for the dissertation.

RSCH 8100D Research Theory, Design, and Methods (4 cr.)

RSCH 8200D Quantitative Reasoning and Analysis (4 cr.)

RSCH 8300D Qualitative Reasoning and Analysis (4 cr.)

Advanced Research Sequence (9 cr.)

The two courses in the Advanced Research Sequence for some specializations are conducted as independent studies under the guidance of the faculty mentor or the dissertation chair. The purpose of these courses is to lead into the dissertation study by field testing the research approach and presenting the initial results. Students prepare a plan for the study that is submitted and evaluated by the instructor before the study begins. The final study for both courses is assessed by the instructor. These two courses are undertaken consecutively and relate to the dissertation/study project. Specializations with these advanced courses included in the sequence indicate it in their course curriculum.

EDUC 8458 Advanced Research: Conducting Pilot and Field Studies (5 cr.)

EDUC 8468 Advanced Research: Communicating Knowledge in Educational Research (4 cr.)

Dissertation (30 cr.)

EDUC 9000 Dissertation (30 cr.)

Specialization Curriculum

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

The Community College Leadership and K–12 Educational Leadership specializations allow a practicum to be taken in place of the Advanced Research Sequence.

The specialization in K–12 Educational Leadership uses a specialization curriculum that includes 28 credits of online coursework instead of specialized KAMs.

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

General Program

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

Foundation course as described under the Core Curriculum (6 cr.)

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

Core Research Sequence as described under the Core Curriculum (12 cr.)

Specialized KAM V: Theories of Intelligence, Learning, and Motivation (14 cr.)

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

Breadth: EDUC 8510 Theories of Intelligence, Learning, and Motivation as a Basic Praxis (5 cr.)

Depth: EDUC 8520 Educators as Facilitators of Learning for Diverse Populations (5 cr.)

Application: EDUC 8530 Professional Practice Using Learning Theories (4 cr.)

Specialized KAM VI: Learning Institutions: Organization, Purpose, Goals, and Missions (14 cr.)

This KAM examines critical issues in the organization and planning of learning institutions. Students research and identify principles of effective practice, identify and sharpen skills in planning and implementing instructional programs, and develop abilities as education professionals.

Breadth: EDUC 8610 The Organization of Learning Institutions (5 cr.)

Depth: EDUC 8620 Social Change in Learning Institutions and Curricula (5 cr.)

Application: EDUC 8630 Creating and Implementing Educational Change (4 cr.)

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

Dissertation as described under the Core Curriculum (30 cr.)

Adult Education Leadership Specialization

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

Foundation Course as described under the Core Curriculum (6 cr.)

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

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

Depth: EDUC 8124 Current Research in Social Change and Adult Education (5 cr.)

Application: EDUC 8134 Professional Practice, Social Change, and Adult Education (4 cr.)

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

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

Depth: EDUC 8224 Current Research in Human Development and Adult Education (5 cr.)

Application: EDUC 8234 Professional Practice, Human Development, and Adult Education (4 cr.)

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

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

Depth: EDUC 8324 Current Research in Social Systems and Adult Education (5 cr.)

Application: EDUC 8334 Professional Practice, Social Systems, and Adult Education (4 cr.)

Specialized KAM V: Principles of Adult Education (14 cr.)

This KAM examines the adult learner through historical, philosophical, and psychosocial principles, with a focus on the interdisciplinary nature of adult education. Students demonstrate mastery of theory and research knowledge for application in a range of community education settings, including those outside the United States.

Breadth: EDUC 8514 Interdisciplinary Foundations and Theory in Adult Education and Learning (5 cr.)

Depth: EDUC 8524 Current Research in Adult Education and Learning (5 cr.)

Application: EDUC 8534 Professional Practice in Adult Learning (4 cr.)

Specialized KAM VI: Critical Issues for Adult Education Leaders (14 cr.)

This KAM examines the role of the adult education professional within the economic, social, political, and organizational environments. Students research the integration of adult learning theory with program planning and management in a variety of contexts, including community development, education institutions, business, government, and nonprofit organizations.

Breadth: EDUC 8614 Principles for Adult Education Leaders (5 cr.)

Depth: EDUC 8624 Current Research in Program Planning and Delivery (5 cr.)

Application: EDUC 8634 Professional Practice for Adult Education Leaders (4 cr.)

Core Research Sequence as described under the Core Curriculum (12 cr.)

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

Dissertation as described under the Core Curriculum (30 cr.)

Community College Leadership Specialization

Students in the Community College Leadership specialization (whether from the perspective of president, academic leader, student services, technology specialist, specific area program officer, or other leadership position within the community college) will develop proficiency in knowing the following:

- How individuals, particularly adults, learn most effectively
- What tools and strategies best promote learning
- How education systems and policies can be changed to promote the academic mission of the community college in today's society

Foundation Course as described under the Core Curriculum (6 cr.)

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

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

Depth: EDUC 8122 Current Research on Social Change and Community Colleges (5 cr.)

Application: EDUC 8132 Professional Practice, Social Change, and Community Colleges (4 cr.)

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

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

Depth: EDUC 8222 Current Research in Human Development and Community Colleges (5 cr.)

Application: EDUC 8232 Professional Practice, Human Development, and Community Colleges (4 cr.)

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

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

Depth: EDUC 8322 Current Research in Social Systems and Community Colleges (5 cr.)

Application: EDUC 8332 Professional Practice, Social Systems, and Community Colleges (4 cr.)

Core Research Sequence as described under the Core Curriculum (12 cr.)

Specialized KAM V: The Contemporary Community College (14 cr.)

Breadth: EDUC 8512 Perspectives on the Role of the Community College (5 cr.)

Depth: EDUC 8522 Current Research in Trends in the Community College (5 cr.)

Application: EDUC 8532 Professional Practice and Current Trends in Community Colleges (4 cr.)

Specialized KAM VI: Leadership and Strategic Planning in the Community College (14 cr.)

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

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

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

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

or

Practicum (9 cr.)

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

Dissertation as described under the Core Curriculum (30 cr.)

Curriculum, Instruction, and Assessment Specialization

The alignment of curriculum, instruction, and assessment practices to maximize student learning is the essence of education. Educators must draw on current research-based knowledge of effective educational methods to maximize their learning. This specialization allows students flexibility, providing in-depth individualized research opportunities tailored to their chosen academic discipline, age level, or grade level. One-on-one mentoring and research methods courses produce outstanding professionals who are researcher-practitioners.

Foundation Course as described under the Core Curriculum (6 cr.)

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

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

Depth: EDUC 8125 Current Research in Social Change and Curriculum, Instruction, and Assessment (5 cr.)

Application: EDUC 8135 Professional Practice in Social Change Related to Curriculum, Instruction, and Assessment (4 cr.)

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

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

Depth: EDUC 8225 Current Research in Human Development and Curriculum, Instruction, and Assessment (5 cr.)

Application: EDUC 8235 Professional Practice in Human Development in Curriculum, Instruction, and Assessment (4 cr.)

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

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

Depth: EDUC 8325 Current Research in Social Systems and Change in Curriculum, Instruction, and Assessment (5 cr.)

Application: EDUC 8335 Professional Practice in Social Systems and Change in Curriculum, Instruction, and Assessment (4 cr.)

Specialized KAM V: Principles of Curriculum, Instruction, and Assessment (14 cr.)

This KAM examines how curriculum, instruction, and assessment relate to human learning, intelligence, and motivation. Identification and development of best practices may be considered at multiple stages (from early childhood through higher education, adult, and lifelong learning) and from multiple disciplinary perspectives. Implications and alignment of these practices with desired educational outcomes are also analyzed.

Breadth: EDUC 8518 Theories of Human Learning in Curriculum, Instruction, and Assessment (5 cr.)

Depth: EDUC 8528 Current Research in Curriculum, Instruction, and Assessment to Optimize Human Learning (5 cr.)

Application: EDUC 8538 Professional Practice in Learning Related to Curriculum, Instruction, and Assessment (4 cr.)

Specialized KAM VI: Leadership in Curriculum, Instruction, and Assessment (14 cr.)

Critical issues surrounding leadership in curriculum, instruction, and assessment are analyzed in this KAM. Implications of new curriculum and instruction practices, as well as other implementation factors, are examined. Developing support for initiatives within the learning environment and the community are considered. Central to this discussion is the role of leadership in both the success and failure of change, instruction, and assessment. Perhaps most important is the role of the researcher-practitioner in creating positive social change in the field of education.

Breadth: EDUC 8618 Theories of Leadership in Curriculum, Instruction, and Assessment (5 cr.)

Depth: EDUC 8628 Current Research and Issues in Development and Leadership of Curriculum, Instruction, and Assessment (5 cr.)

Application: EDUC 8638 Program Development and Leadership in Curriculum, Instruction, and Assessment (4 cr.)

Core Research Sequence as described under the Core Curriculum (12 cr.)

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

Dissertation as described under the Core Curriculum (30 cr.)

Early Childhood and Primary Education Specialization

As the demographics of the family and workforce change, the nation is increasingly turning its attention to the critical need for early childhood development and education. The Early Childhood and Primary Education specialization guides students in gaining the expertise needed to create and implement new educational program practices, to apply emerging research on development for children ages 0-8, and to conceptualize new paradigms for early learning at home and in settings for early care and education.

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

Foundation Course as described under the Core Curriculum (6 cr.)

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

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

Depth: EDUC 8123 Theoretical Foundations of Early Childhood and Primary Program Practices (5 cr.)

Application: EDUC 8133 Theory to Practice: Curriculum Contrasts and Implementation (4 cr.)

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

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

Depth: EDUC 8223 Current Research: Psychological Foundations of Early Childhood and Primary-Level Growth and Development (5 cr.)

Application: EDUC 8233 Psychological Considerations in Application to Early Childhood and Primary-Level Programs (4 cr.)

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

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

Depth: EDUC 8323 Early Childhood and Primary Education: Implications for Social and Organizational Systems (5 cr.)

Application: EDUC 8333 Professional Practice in Organizational and Social Contexts (4 cr.)

Core Research Sequence as described under the Core Curriculum (12 cr.)

Specialized KAM V: Theories of Intelligence, Learning, and Motivation in Early Childhood and Primary Education (14 cr.)

This KAM is an analysis of intelligence and motivation theories applicable to the child from birth through age 8. Implications for educators, political leaders, policy-makers, and early childhood advocates are examined. Fiscal policy and imperatives are explored in relation to programming for varied learning and motivational styles.

Breadth: EDUC 8513 Theories of Intelligence, Learning, and Motivation: Birth to Age 8 (5 cr.)
Depth: EDUC 8523 Early Childhood Program Delivery in a Multicultural/Multifaceted Society (5 cr.)
Application: EDUC 8533 Professional Practice Using Learning and Motivational Theory in Context (4 cr.)

Specialized KAM VI: Critical Issues in the Organization and Planning of Early Childhood and Primary Education Programs (14 cr.)

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

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

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

Dissertation as described under the Core Curriculum (30 cr.)

Educational Technology Specialization

Today, the majority of American schools are not only wired for Internet use, but also continually integrating new forms of technology. This specialization enables students to support a diverse community of learners using technology and to effectively integrate technology into the curriculum. Designed with a strong emphasis on research, doctoral writing, and critical thinking, the course curriculum also prepares students for grant writing and professional publication.

Foundation Course as described under the Core Curriculum (6 cr.)

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

Breadth: SBSF 8110 Theories of Social Change (5 cr.)
Depth: SBSF 8125 Current Research in Social Change and Educational Technology (5 cr.)
Application: SBSF 8135 Professional Practice, Social Change, and Educational Technology (4 cr.)

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

Breadth: SBSF 8210 Theories of Human Development (5 cr.)
Depth: SBSF 8225 Current Research in Human Development and Educational Technology (5 cr.)
Application: SBSF 8235 Professional Practice, Human Development, and Educational Technology (4 cr.)

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

Breadth: SBSF 8310 Theories of Organizational and Social Systems (5 cr.)
Depth: SBSF 8325 Current Research in Social Systems and Educational Technology (5 cr.)
Application: SBSF 8335 Professional Practice, Social Systems, and Educational Technology (4 cr.)

Core Research Sequence as described under the Core Curriculum (12 cr.)

Specialization Courses (36 cr.)

EDUC 8840	Evolution of Educational Technology in Society, Education, and the Workplace (4 cr.)
EDUC 8841	Diffusion and Integration of Technology in Education (4 cr.)
EDUC 8842	Principles of Distance Education (4 cr.)
EDUC 8843	Leading and Managing Educational Technology (4 cr.)
EDUC 8844	Designing Instruction for Distance Education (4 cr.)
EDUC 8845	Learning Theory and Educational Technology (4 cr.)
EDUC 8846	Current Research in Educational Technology (4 cr.)
EDUC 8847	Multimedia Technology to Facilitate Learning (4 cr.)
EDUC 8848	Emerging and Future Technology (4 cr.)

Dissertation as described under the Core Curriculum (30 cr.)

Higher Education Specialization

During the 21st century, colleges and universities will undergo profound transformations as the student population becomes older and more diverse, and as educational methods incorporate more technological solutions and distance approaches.

Building on the foundational core KAMs in the social and behavioral sciences, the Higher Education curriculum emphasizes proficiency in the following:

- Understanding the needs of a changing clientele and academic community
- Analyzing and implementing strategies to promote learning and to support development in higher education
- Learning how systems and policies can be used to assure organizational effectiveness and social change in postsecondary settings

Contexts for the study and practice of higher education include community colleges; private and public liberal arts colleges; distance-learning institutions; regional and state universities; proprietary, technical, and trade schools; state and federal agencies; and national professional associations.

Foundation Course as described under the Core Curriculum (6 cr.)

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

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

Depth: EDUC 8127 Current Research in Higher Education, Social Change, and Development (5 cr.)

Application: EDUC 8137 Professional Practice and Emerging Trends in Higher Education (4 cr.)

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

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

Depth: EDUC 8227 Current Research in Ways of Knowing and Individual Differences in Human Development (5 cr.)

Application: EDUC 8237 Professional Practice and Human Development in Higher Education (4 cr.)

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

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

Depth: EDUC 8327 Current Research in Social Systems and Change in Higher Education (5 cr.)

Application: EDUC 8337 Professional Practice in Social Systems and Change: Higher Education (4 cr.)

Core Research Sequence as described under the Core Curriculum (12 cr.)

Specialized KAM V: Learning and Development in Higher Education (14 cr.)

This KAM addresses the theoretical foundations of higher education through a multidisciplinary approach. It focuses on the processes of learning and development, and the role of the education environments in which they occur. This analysis includes identification and evaluation of techniques and methods that support student success. This knowledge is then applied to a selected area of practice in the academic community.

Breadth: EDUC 8516 Multiple Perspectives on Learning and Development in Higher Education (5 cr.)

Depth: EDUC 8526 Current Research on Learning and Development in Higher Education (5 cr.)

Application: EDUC 8536 Application to Improve Professional Practice in Higher Education (4 cr.)

Specialized KAM VI: Effectiveness of Higher Education Organizations (14 cr.)

This KAM concerns effectiveness in higher education from the perspectives of constituents, providers, and regulators or evaluators. It focuses on the major approaches to demonstrating and assuring quality, as called for by external constituents and initiated by internal participants. Strategies for organizational effectiveness and accountability are reviewed and evaluated within the current climate of change. Evidence for the efficacy of various approaches to improvement is emphasized in an application to professional practice in higher education.

Breadth: EDUC 8617 Perspectives on the Effectiveness of Higher Education Organizations (5 cr.)

Depth: EDUC 8627 Contemporary Strategies for Assuring Effectiveness in Higher Education (5 cr.)

Application: EDUC 8637 Application of Improvement Strategies in Higher Education (4 cr.)

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

Dissertation as described under the Core Curriculum (30 cr.)

K–12 Educational Leadership Specialization

The K–12 Educational Leadership specialization provides a much-needed new model for advanced study in the field of education. A highly flexible, student-centered curriculum is designed to create local, regional, and state education professionals who can relate to diverse, multicultural K–12 and community-based school populations.

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

Note on licensure: Walden University is approved by Minnesota to offer the Ed.S. in Educational Leadership and Administration program that leads to licensure as a P–12 principal in Minnesota. This is the only program offered by Walden that is state approved as leading to any P–12 administrative/leadership license (e.g., assistant principal, principal, teacher leader, superintendent).

In addition, through a partnership with the Harris County Department of Education, Walden's M.S. in Education, Educational Leadership program leads to principal licensure at the master's level in Texas. More information about the Texas Principal Certification Program can be found at <http://www.hcde-texas.org/default.aspx?name=PrinCert>.

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

Walden University makes no representation or guarantee that successful completion of Walden's programs, or coursework for graduate credit within any graduate program, will permit a graduate to obtain state certification or licensure as a P–12 teacher or administrator.

Foundation Course as described under the Core Curriculum (6 cr.)

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

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

Depth: EDUC 8128 Strategic Leadership in Education and Social Change (5 cr.)

Application: EDUC 8138 Professional Practice in Strategic Leadership and Social Change (4 cr.)

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

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

Depth: SBSF 8220 Current Research in Human Development (5 cr.)

Application: SBSF 8230 Professional Practice in Human Development (4 cr.)

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

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

Depth: EDUC 8328 Current Research in Organizational and Social Systems: K–12 Education (5 cr.)

Application: EDUC 8338 Professional Practice in K–12 Educational Organization (4 cr.)

Core Research Sequence as described under the Core Curriculum (12 cr.)

Specialization Courses (28 cr.)

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

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

EDUC 8803 Student Personnel Services (4 cr.)

EDUC 8804 School Financial Management (4 cr.)

EDUC 8805 Reflective Instructional Practice (4 cr.)

EDUC 8806 Educational Measurement and Evaluation (4 cr.)

EDUC 8807 Curriculum Theory and Design (4 cr.)

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

or

Practicum (9 cr.)*

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

* For advanced students seeking an administrative certificate or license.

Dissertation as described under the Core Curriculum (30 cr.)

Special Education Specialization

Most educators are strong advocates for improved services for individuals with exceptionalities/disabilities. Unfortunately, resources for the delivery of these services are often far less than schools and school districts desire. This specialization guides advanced students in the acquisition of knowledge and resources needed to succeed and excel in the special education field and to better assist their own students in the self-actualization process. The curriculum emphasizes learning services for individuals with exceptionalities/disabilities, and incorporates the related areas of special education administration, including law, finance, and ethics.

Foundation Course as described under the Core Curriculum (6 cr.)

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

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

Depth: EDUC 8121 Current Research in Social Change: Special Education (5 cr.)

Application: EDUC 8131 Professional Practice and Social Change: Special Education (4 cr.)

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

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

Depth: EDUC 8221 Current Research in Human Exceptionality (5 cr.)

Application: EDUC 8231 Professional Practice and Human Exceptionality (4 cr.)

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

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

Depth: EDUC 8321 Individuals With Special Needs: Social, Legal, Political, and Economic Systems in Context (5 cr.)

Application: EDUC 8331 Professional Issues in Organizations and Systems: Special Education (4 cr.)

Core Research Sequence as described under the Core Curriculum (12 cr.)

Specialized KAM V: Theories of Learning, Motivation, and Intelligence; and Implications for Persons With Special Needs (14 cr.)

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

Breadth: EDUC 8511 Theories and Principles of Human Learning and the Human Side of Exceptionalities (5 cr.)

Depth: EDUC 8521 Educators as Facilitators of Inclusive Learning in Varied Educational Environments (5 cr.)

Application: EDUC 8531 Educational Practice Grounded in Principles/Theories of Learning, Diversity, and Inclusion (4 cr.)

Specialized KAM VI: Institutional Contexts for Special Education: Leadership, Learning, and Accommodation (14 cr.)

This KAM reviews delivery models for special education services and their administration. Attention is focused on the dynamics of IEP team operation, eligibility criteria, assessment procedures, and

community support systems with particular reference to compliance with law. Alternative and innovative models of leadership for special education programming are explored.

Breadth: EDUC 8611 Diversity and Exceptionality in Special Education: Leading Within Learning Organizations (5 cr.)

Depth: EDUC 8621 Due Process in Special Education: Legal and Moral Implications (5 cr.)

Application: EDUC 8631 Practical Issues in Placement and Service Delivery (4 cr.)

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

Dissertation as described under the Core Curriculum (30 cr.)

Self-Designed Specialization

Some educators are interested in fields that are just emerging and are not yet recognized as areas of specialization. The Self-Designed specialization, working within the rubric provided by the General Program, allows such individuals to create a program of study that is clearly focused on new and emerging ideas and practices. Examples include, but are not limited to, K–12 curriculum and instruction, second language learning, community college teaching, mathematics education, science education, adult literacy, international education, middle level education, music and arts education, and vocational education.

Declaring a Self-Designed Specialization

Students exercising this option design and declare the specialization in conjunction with the development of the Professional Development Plan (PDP) during their first quarter. Students are enrolled in the General Program for the first quarter; upon completion and approval of their PDP, they work with a member of the Academic Advising Team to change their specialization to Self-Designed.

The PDP must clearly reflect how the student intends to integrate the Self-Designed specialization into the Depth and Application sections of all the KAMs, as well as the dissertation. The Breadth component of the specialized KAMs must also support the specialization; however, the Breadth component of the core KAMs is not used to support specializations. Students should complete the *Program of Study* form using the education General Program specialization course numbers for the Breadth, Depth, and Application components of each KAM. The Depth and Application components should include a subtitle that reflects the focus of the student's unique Self-Designed specialization. In the specialized KAMs, the titles of the Breadth component must also reflect the Self-Designed specialization.

Completing a Self-Designed Specialization

To complete the Self-Designed specialization, students follow the course of study outlined in the PDP, demonstrating doctoral-level competency in all academic work in the specialization area. Academic work that does not adequately support the declared specialization will be returned to the student for revision.

College of Health Sciences

School of Health Sciences

B.S. in Health Studies

Walden University's new B.S. in Health Studies program is designed to empower students as critical and creative thinkers who are capable of addressing the health needs of local and global communities through the delivery of health care services. Students will learn to implement social responsibility as they study health service, research, and education.

Concentrations

- Health Informatics
- Health Management
- Health Psychology and Behavior

Degree Requirements

- 181 total quarter credit hours (including 45 cr. completed at Walden)
- First course (1 cr.)
- [General education](#) courses (45 cr.)
- Core courses (55 cr.)
- Concentration courses (30 cr.)
- Elective courses (45 cr.)
- Capstone course (5 cr.)

Curriculum

Core Curriculum

General Education Courses (45 cr.)

See the [general education](#) section of this *Walden University Catalog*.

Note: At least three general education course transfer equivalents must be at the 3000 level or higher, including SOCI 4080.

First Course (1 cr.)

COMM 1000 Communications Skills for Career Development (1 cr.)

Health Studies Core (55 cr.)

The following courses are required as part of the health studies core:

HLTH 1000	Concepts of Health Promotion (5 cr.)
HLTH 1005	Context of Health Care Delivery (5 cr.)
HLTH 2100	Principles of Epidemiology (5 cr.)
HLTH 2105	Introduction to Research Methods and Analysis (5 cr.)
HLTH 2110	Behavioral and Cultural Issues in Health Care (5 cr.)
HLTH 2115	Aging Across the Lifespan (5 cr.)
HLTH 2120	Health Informatics (5 cr.)
HLTH 3100	Ethical and Legal Issues in Health Care (5 cr.)
HLTH 3105	Interdisciplinary Perspectives in Health Care (5 cr.)
HLTH 3110	Issues in Acute and Long-Term Care (5 cr.)
HLTH 3115	Public and Global Health (5 cr.)

Elective Courses (45 cr.)

Students are to select 12 additional courses to fulfill the elective requirement. Students may choose courses from either general education courses, health studies concentration courses, or courses from any of Walden's bachelor's programs. At least one elective course must be at the 3000 level or above. These 45 credits of electives are in addition to the 5-credit general education elective.

Capstone Course (5 cr.)

HLTH 4900 Capstone (5 cr.)

Concentration Curriculum

Students must complete one of the following concentrations:

Health Informatics Concentration (30 cr.)

Digital medical records require operating systems that will protect confidential patient information. This concentration will help students understand the technology infrastructure that underlies information systems, gain access to key Internet services and applications, and learn to prevent information security network attacks. In this concentration, students will explore basic approaches to computer forensics, analyze information systems for evidence of illegal or inappropriate activities, and consider the legal, ethical, and policy implications of forensic techniques. This concentration will broaden the skills needed for a position as a hospital network and systems information security department administrator, network and systems administrator, data communication analyst, or medical records and health information technician.

CMIS 1002	Information Technology Infrastructure (5 cr.)
CMIS 2001	Internet Computing (5 cr.)
CMIS 4101	Information Security and Privacy (5 cr.)
CMIS 4102	Information Security Techniques I (5 cr.)
CMIS 4103	Information Security Techniques II (5 cr.)
CMIS 4104	Computer Forensics (5 cr.)

Health Management Concentration (30 cr.)

Managers and organizational leaders must learn to successfully guide health care organizations into the global 21st century. In this concentration, students will learn to create and apply policies and prepare for financial management in the delivery of health care services. Additionally, students will develop key concepts related to strategic planning and will focus on major quality and safety issues within health care organizations.

HLTH 4000	Introduction to Health Management (5 cr.)
HLTH 4100	Health Care Organization Theory and Behavior (5 cr.)
HLTH 4105	Health Finance and Economics (5 cr.)
HLTH 4110	Health Care Quality and Safety (5 cr.)
HLTH 4115	Strategic Planning and Marketing in Health Care (5 cr.)
HLTH 4120	Managing the Health Care Workforce (5 cr.)

Health Psychology and Behavior Concentration (30 cr.)

The challenges of health and well-being in today's world require health professionals equipped to understand the social, behavioral, emotional, and cognitive factors associated with disease, illness, and injury. These factors may vary by geography, culture, race/ethnicity, or human experience. This concentration is designed to give students the academic preparation necessary to influence health behavior and affect health outcomes.

PSYC 1001	Introduction to Psychology (5 cr.)
PSYC 2001	Cross-Cultural Psychology (5 cr.)
PSYC 4001	Cultural Perspectives in Health Psychology (5 cr.)
PSYC 2004	Motivation and Emotion (5 cr.)
PSYC 2005	Social Influences on Behavior (5 cr.)
PSYC 4006	Global Perspectives in Psychology (5 cr.)

Bachelor's Plus Programs

B.S. in Health Studies to Master of Public Health (M.P.H.) Articulation

Walden University's advanced undergraduate health studies students are eligible to take select graduate courses as part of their undergraduate degree program completion. Upon admission to the associated graduate program, these courses may then be applied to Walden's Master of Public Health (M.P.H.).

Requirements

To help ensure student success, the following requirements have been established:

- The student must be in good standing with the university.
- The student must maintain an overall GPA of 2.5 or better to be eligible to register for the above courses.
- The student must have completed all general education and core requirements of the Bachelor of Science in Health Studies.

Note: Students are advised to consult the Walden University Student Handbook and contact a member of the Academic Advising Team for more information regarding the Bachelor's Plus program.

Curriculum

All graduate courses are taken as electives and must be selected from the list below.

Note: The courses outlined in the Bachelor's Plus program are 12 weeks in length and are only offered in September, December, March, and June.

Choose up to four of the following courses for the Master of Public Health (M.P.H.) program:

PUBH 6101	Principles of Communication in Public Health (2 cr.)
PUBH 6002	Essentials of Public Health: A Case Study Approach (4 cr.)
PUBH 6115	Social, Behavioral, and Cultural Factors in Public Health (4 cr.)
PUBH 6125	Biostatistics (4 cr.)
PUBH 6145	Epidemiology (4 cr.)
PUBH 6165	Environmental Health (4 cr.)

It is recommended that students complete PUBH 6101 Principles of Communication in Public Health prior to enrolling in any other M.P.H. courses. Further, students should elect to enroll in PUBH 6145 Epidemiology only after their successful completion of PUBH 6125 Biostatistics.

Master of Healthcare Administration (M.H.A.)

The Walden University Master of Healthcare Administration (M.H.A.) program provides both current and future health care administrators and managers with the skills and understandings required for assuming leadership positions in

- Hospitals
- Managed care organizations
- Medical group practices
- Ambulatory, long-term care, and home health care facilities
- Insurance and pharmaceutical companies
- Consulting firms
- Government
- For-profit and nonprofit sector organizations

The program curriculum is aligned to health care management content areas as defined by national health care administration standards. Specific emphasis is placed on providing an understanding of clinical service delivery through analysis of the day-to-day operations in clinical support service activities. A culminating practicum provides field experiences in a health care setting.

By the conclusion of this program, graduates are expected to

- Demonstrate effective communication skills, orally and in writing, at the individual and group levels.
- Identify the components of the health care delivery system in the United States and the external environmental factors affecting the management of health care organizations.
- Analyze laws, regulations, court decisions, and health care policies that impact health care organizations and health care services delivery.
- Recognize the causes and correlates of disease and illness in the population and the responsibilities of health care organizations in meeting consumer needs.
- Demonstrate ethical choices, values, and professional behavior in health care management roles and decision-making.
- Apply interpersonal skills in motivating, leading, directing, and collaborating with others.
- Use information technology to create, access, analyze, and interpret organizational data and information and for decision support.
- Analyze the operations of a health care organization to identify and resolve problems and improve performance.
- Use statistical reasoning in interpreting quantitative and qualitative research.
- Demonstrate critical thinking and effective decision-making through financial management, strategic planning, economic analysis, and quality assessment and improvement.
- Recognize the roles, perspectives, and expectations of clinical practitioners, how they differ from non-clinical staff, and the challenges these differences present for management.
- Describe the role of the management or administration in promoting quality and safety within health care organizations.

Degree Requirements

- 48 total semester credit hours
- Core courses (42 sem. cr.)
- Practicum and capstone (6 sem. cr.)
- ePortfolio

Curriculum

Core Courses (42 sem. cr.)

MMHA 6015	Foundations of Health Care Administration (3 sem. cr.)
MMHA 6100	U.S. Health Care Delivery System (3 sem. cr.)
MMHA 6115	Research Methods and Quantitative Analysis (3 sem. cr.)
MMHA 6130	Health Economics (3 sem. cr.)
MMHA 6145	Health Policy (3 sem. cr.)
MMHA 6160	Financial Management (3 sem. cr.)
MMHA 6175	Management Aspects of Clinical Service Delivery (3 sem. cr.)
MMHA 6190	Organizational Development and Leadership (3 sem. cr.)

MMHA 6205	Health Law and Ethics (3 sem. cr.)
MMHA 6220	Human Resource Management (3 sem. cr.)
MMHA 6235	Operations Analysis (3 sem. cr.)
MMHA 6250	Quality Assessment and Improvement (3 sem. cr.)
MMHA 6265	Health Informatics and Technology (3 sem. cr.)
MMHA 6280	Strategic Planning and Implementation (3 sem. cr.)

Practicum and Capstone (6 sem. cr.)

MMHA 6550	Practicum (3 sem. cr.)
MMHA 6560	Capstone (3 sem. cr.)

Course Sequence

<i>Semester</i>	<i>Course</i>
1	MMHA 6015 Foundations of Health Care Administration MMHA 6100 U.S. Health Care Delivery System
2	MMHA 6115 Research Methods and Quantitative Analysis MMHA 6130 Health Economics
3	MMHA 6145 Health Policy MMHA 6160 Financial Management
4	MMHA 6175 Management Aspects of Clinical Service Delivery MMHA 6190 Organizational Development and Leadership
5	MMHA 6205 Health Law and Ethics MMHA 6220 Human Resources Management
6	MMHA 6235 Operations Analysis MMHA 6250 Quality Assessment and Improvement
7	MMHA 6265 Health Informatics and Technology MMHA 6280 Strategic Planning and Implementation
8	MMHA 6550 Practicum MMHA 6560 Capstone

Master of Public Health (M.P.H.)

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

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

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

Degree Requirements

- 56 total quarter credit hours
- Foundation course (2 cr.)
- Core courses (46 cr.)
- Practicum (8 cr.)
- ePortfolio

Curriculum

Foundation Course (2 cr.)

PUBH 6101 Principles of Communication in Public Health (2 cr.)

Core Courses (46 cr.)

PUBH 6002 Essentials of Public Health: A Case Study Approach (4 cr.)
PUBH 6115 Social, Behavioral, and Cultural Factors in Public Health (4 cr.)
PUBH 6125 Biostatistics (4 cr.)
PUBH 6135 Leadership, Professionalism, and Ethics in Public Health Practice (4 cr.)
PUBH 6145 Epidemiology (4 cr.)
PUBH 6155 Research in Public Health (4 cr.)
PUBH 6165 Environmental Health (4 cr.)
PUBH 6170 Public Health Biology (4 cr.)
PUBH 6175 Health Policy and Management (4 cr.)
PUBH 6227 Health Informatics (4 cr.)

PUBH 6235 Program Design, Planning, and Evaluation (4 cr.)
 PUBH 6260 Legal and Regulatory Aspects of Public Health (2 cr.)

Practicum (8 cr.)

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

Course Sequence

<i>Quarter</i>	<i>Course</i>
1	PUBH 6101 Principles of Communication in Public Health PUBH 6002 Essentials of Public Health: A Case Study Approach
2	PUBH 6115 Social, Behavioral, and Cultural Factors in Public Health PUBH 6125 Biostatistics
3	PUBH 6145 Epidemiology PUBH 6165 Environmental Health
4	PUBH 6170 Public Health Biology PUBH 6175 Health Policy and Management
5	PUBH 6227 Health Informatics PUBH 6235 Program Design, Planning, and Evaluation
6	PUBH 6135 Leadership, Professionalism, and Ethics in Public Health Practice PUBH 6155 Research in Public Health
7	PUBH 6635 Practicum I: Field Experience in Public Health PUBH 6260 Legal and Regulatory Aspects of Public Health
8	PUBH 6636 Practicum II: Capstone Experience in Public Health

M.S. in Clinical Research Administration

The M.S. in Clinical Research Administration program is designed to provide students with the knowledge and skills required for effective clinical research administration and management. This includes a detailed understanding of the regulatory environment and the following specialized, targeted skills:

- Clinical project management
- Scientific protocol development
- Ethical and regulatory standards
- Budget management
- Statistics
- FDA regulatory compliance and submission preparation
- Publication in specific drug class and peer journals
- R&D/Marketing interface

- The overall management and training of new clinical research personnel

Clinical research administrator positions are found in a variety of organizations, including pharmaceutical, consumer products, health care, biotech, and medical device companies, as well as contract clinical research organizations (CROs), government/regulatory organizations, and university research settings.

This program is designed for students who have a broad social science or health background and little or no clinical trials experience. Specific emphasis is placed on providing state-of-the-art understanding of clinical research execution and management through analysis of the day-to-day operations in clinical testing activities. A culminating practicum provides field experiences in a clinical trial setting.

Degree Requirements

- 36 total semester credit hours
- Core courses (30 sem. cr.)
- Practicum and capstone (6 sem. cr.)
- ePortfolio

Curriculum

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

Core Courses (30 sem. cr.)

CLRA 6100	Introduction to Clinical Research (3 sem. cr.)
CLRA 6115	Pathophysiological Basis of Clinical Research (3 sem. cr.)
CLRA 6130	Ethical, Legal, and Regulatory Considerations in Clinical Investigations (3 sem. cr.)
CLRA 6145	Design and Conduct of the Clinical Protocol (3 sem. cr.)
CLRA 6160	Good Clinical Practice (GCP) in Managing and Monitoring Clinical Trials (3 sem. cr.)
CLRA 6175	Biostatistics (3 sem. cr.)
CLRA 6190	Information and Data Management (3 sem. cr.)
CLRA 6205	Product Development in the Pharmaceutical, Biotechnology, and Medical Device Industries (3 sem. cr.)
CLRA 6220	Health Economics and Financial Management in Clinical Research Administration (3 sem. cr.)
CLRA 6235	Epidemiology (3 sem. cr.)

Practicum and Capstone (6 sem. cr.)

CLRA 6550	Practicum (3 sem. cr.)
CLRA 6560	Capstone (3 sem. cr.)

Course Sequence

<i>Semester</i>	<i>Course</i>
1	CLRA 6100 Introduction to Clinical Research CLRA 6115 Pathophysiological Basis of Clinical Research
2	CLRA 6130 Ethical, Legal, and Regulatory Considerations in Clinical Investigations CLRA 6145 Design and Conduct of the Clinical Protocol
3	CLRA 6160 Good Clinical Practice (GCP) in Managing and Monitoring Clinical Trials CLRA 6175 Biostatistics
4	CLRA 6190 Information and Data Management CLRA 6205 Product Development in the Pharmaceutical, Biotechnology, and Medical Device Industries
5	CLRA 6220 Health Economics and Financial Management in Clinical Research Administration CLRA 6235 Epidemiology
6	CLRA 6550 Practicum CLRA 6560 Capstone

M.S. in Health Informatics

The M.S. in Health Informatics program is designed for current and aspiring informatics professionals. The program facilitates the development and advancement of eHealth initiatives and other emerging information technologies to improve health care quality.

Degree Requirements

- 36 total semester credit hours
- Core courses (30 sem. cr.)
- Practicum (3 sem. cr.)
- Scholarly Project (3 sem. cr.)

Curriculum

Core Courses (30 sem. cr.)

HINF 6100	Introduction to Health Informatics
HINF 6115	U.S. Health System
HINF 6130	Information Systems Management
HINF 6145	Nature, Structure, and Representation of Health Information
HINF 6160	Legal, Regulatory, and Ethical Issues
HINF 6175	Quality Assessment and Improvement

HINF 6190	Project Management
HINF 6205	Research and Program Evaluation
HINF 6220	Leadership, Organizational Behavior, and Change Management
HINF 6235	Health Care Information Technology Business and Finance

Practicum (3 sem. cr.)

HINF 6950	Practicum
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Scholarly Project (3 sem. cr.)

HINF 6960	Scholarly Project
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Course Sequence

<i>Semester</i>	<i>Course</i>
1	HINF 6100 Introduction to Health Informatics HINF 6115 U.S. Health System
2	HINF 6130 Information Systems Management HINF 6145 Nature, Structure, and Representation of Health Information
3	HINF 6160 Legal, Regulatory, and Ethical Issues HINF 6175 Quality Assessment and Improvement
4	HINF 6190 Project Management HINF 6205 Research and Program Evaluation
5	HINF 6220 Leadership, Organizational Behavior, and Change Management HINF 6235 Health Care Information Technology Business and Finance
6	HINF 6950 Practicum HINF 6960 Scholarly Project

Ph.D. in Health Services

The Ph.D. in Health Services program examines health care delivery and health care systems in the U.S. and internationally. Students are trained by scholar-practitioners to identify problems and solutions based on social science theories and models as well as a knowledge of historical and contemporary issues in health services and management. The program of study places an emphasis on health care practice and applied research. The program prepares students for careers in which doctoral-level education is desired, such as academia, research, government, and private sector positions within health care organizations.

Specializations

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

Degree Requirements

- 131–132 total quarter credit hours, depending on the specialization
- Foundation course (6 cr.)
- Professional Development Plan and Program of Study
- Foundation Research Sequence (12 cr.)
- Core KAMs (42 cr.)
- Specialized KAMs (42 cr.) or coursework (41 cr.)
- Satisfactory progress in all SBSF 7100 registrations
- Proposal, dissertation, and oral presentation (30 cr.)
- Minimum 10 quarters enrollment
- 20 days of academic residency (two 4-day and two 6-day residencies)

Curriculum

Core Curriculum

All students seeking the Ph.D. in Health Services degree complete the Foundation course (HLTH 8008), the foundation research sequence, and three KAMs that focus on the social and behavioral science foundations important to all professions. The Depth and Application components of the core KAMs focus on students' preferred area of study; KAMs are therefore listed under each specialization. In addition, all students must complete a dissertation.

Foundation Course (6 cr.)

HLTH 8008 Foundations for Doctoral Study (6 cr.)

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

Foundation Research Sequence (12 cr.)

Courses comprising the core research sequence are conducted online and require weekly readings, participation in discussions, and assignment completion. Course instructors guide discussions and evaluate discussion and application assignments. RSCH 8100X must be completed during the second term and is linked to Milestone 2 of the academic residencies. RSCH 8200X and RSCH 8300X must be completed prior to registering for the dissertation.

RSCH 8100X Research Theory, Design, and Methods (4 cr.)
RSCH 8200X Quantitative Reasoning and Analysis (4 cr.)
RSCH 8300X Qualitative Reasoning and Analysis (4 cr.)

Dissertation (30 cr.)

HLTH 9000 Dissertation (30 cr.)

Specialization Curriculum

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

General Program

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

Core KAMs I–III (42 cr.)

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

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

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

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

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

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

This KAM provides students with a critical analysis of major human development theories. Students perform a research-based examination of a human development theory with applicability to health services. This KAM also includes a theory- and research-based design of a health program using health behavior and utilization models that include human development variables.

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

Depth: HLTH 8220 Current Research in Human Development (5 cr.)

Application: HLTH 8230 Professional Practice and Human Development (4 cr.)

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

This KAM offers students a critical examination of major systems theories and theorists. Students analyze and compare health systems involving different delivery, international, or philosophical systems. This KAM also includes the design, implementation, and execution of a health services system evaluation.

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

Depth: HLTH 8320 Current Research in Organizational and Social Systems (5 cr.)

Application: HLTH 8330 Professional Practice and Organizational and Social Systems (4 cr.)

Specialized KAMs V–VI (42 cr.)

Specialized KAM V: Advanced Theory, Methods, and Practice in Health Services (14 cr.)

In this KAM, students analyze issues surrounding contemporary health services within the context of community health, health administration, or health and human behavior. They examine contemporary concepts and methods of community health and human behavior, strategic management of health services, or alternative health care. They also explore the application of selected concepts and methods, and their professional role within a specific theoretical and applied context in health services.

Breadth: HLTH 8510 Health Services in the Contemporary Context (5 cr.)

Depth: HLTH 8520 Current Concepts and Methods in Health Services (5 cr.)

Application: HLTH 8530 Integrative Professional Practice in Health Services (4 cr.)

Specialized KAM VI: Contemporary Issues and the Ethical Delivery of Health Services (14 cr.)

In this KAM, students analyze contemporary and future issues in a specific area of health services and their implications as considered from the perspective of various ethical paradigms. They examine a selected health services issue from the perspective of various ethical decision-making models. They also apply theory- and research-based ethical models to a health services setting.

Breadth: HLTH 8610 Health Services Delivery and Ethical Implications (5 cr.)

Depth: HLTH 8620 Health Services Delivery and Ethical Decision-Making (5 cr.)

Application: HLTH 8630 Ethical Theories Applied in Health Services (4 cr.)

Specialized KAM VII: Advanced Case Study in Health Services (14 cr.)

This KAM provides an examination of methods and techniques employed in case studies and applied change in a health services setting. Students analyze current and upcoming social problems in a specific area of health services and their corresponding change interventions and implications. This KAM also includes the design, execution, and evaluation of a case study demonstrating the process of planned change in a health services setting.

Breadth: HLTH 8710 Theories of Case Study Research and Applied Change in Health Services (5 cr.)

Depth: HLTH 8720 Relating Change Theories to Practice in Health Services (5 cr.)

Application: HLTH 8730 A Case Study of Applied Change in Health Services (4 cr.)

Community Health Promotion and Education Specialization

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

Public Health Behavioral Science Foundation Courses (16 cr.)

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

PUBH 8115 Social, Behavioral, and Cultural Factors in Public Health (4 cr.)

PUBH 8135 Leadership, Professionalism, and Ethics in Public Health Practice (4 cr.)

PUBH 8175 Health Policy and Management (4 cr.)

PUBH 8235 Program Design, Planning, and Evaluation (4 cr.)

Core KAMs I–III (42 cr.)

Core KAMs I–III must also be completed before a student may enroll in the advanced specialization (8000-level) courses. Students are required to complete one KAM within one year (4 full quarters) of completion of HLTH 8008.

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

The first KAM provides students with a critical analysis of classic and contemporary theories of social and cultural change. Students examine the social history of health promotion and education through literary classics from the humanities. They perform research-based analysis of the present and projected impact of societal forces on the health promotion and education profession or type and setting of service delivery. Students analyze public policy related to an important health promotion and education issue, based on both theory and research.

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

Depth: HLTH 8125 Current Research in Social Change: Health Promotion and Education (5 cr.)

Application: HLTH 8135 Professional Practice and Social Change: Health Promotion and Education (4 cr.)

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

This KAM provides students with a critical analysis of major theories of human development. Students perform a research-based examination of a human development theory relevant to health promotion and education. This KAM also includes a theory- and research-based design of a health promotion and education program using health behavior and utilization models that include human development variables.

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

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

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

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

This KAM offers students a critical examination of major systems theories and theorists. Students analyze and compare different delivery, international, or philosophical systems pertaining to health promotion and education. This KAM also includes the design, implementation, and execution of an evaluation of a health promotion and education system.

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

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

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

Advanced Specialization Courses (25 cr.)

Students must have completed core KAMs I–III and all public health behavioral science foundation courses prior to enrolling in these advanced specialization courses.

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

PUBH 8210 Public Campaigns for Health Promotion and Education (5 cr.)

- PUBH 8215 Public Health Policy Design and Implementation (5 cr.)
PUBH 8220 Health Promotion and Education Interventions in Diverse Populations (5 cr.)
PUBH 8225 Design and Analysis of Community Trials (5 cr.)

Health Management and Policy Specialization

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

The **functional management or policy approach** includes the following categories:

- Clinical resources management
- Facilities management
- Financial management
- Human resources management
- Information management/health information
- Marketing management
- Operations management
- Public policy management

The **continuum of care approach** focuses on the administration of services and organizations associated with one of the following levels of care:

- Preventive care
- Intake/screening
- Diagnosis
- Treatment
- Restorative care
- Continuing care
- Evidence-based public health

The **institutional or industry-specific approach** concentrates on the administration, management, and policy issues of one of the following organizational types encompassing different levels of care:

- Alternative delivery systems
- Consulting firms
- Consumer health advocacy
- Foundations
- Higher education
- Industry suppliers
- Insurance providers
- International health agencies

- Managed care organizations
- Military/veterans health facilities
- Professional associations

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

Core KAMs I–III (42 cr.)

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

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

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

Depth: HLTH 8123 Current Research in Social Change: Health Management and Policy (5 cr.)

Application: HLTH 8133 Professional Practice and Social Change: Health Management and Policy (4 cr.)

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

This KAM provides students with a critical analysis of major human development theories. Students perform a research-based examination of a human development theory relevant to health management and policy. This KAM also includes a theory- and research-based design of a health program using health behavior and utilization models that include human-development variables.

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

Depth: HLTH 8223 Current Research in Human Development: Health Management and Policy (5 cr.)

Application: HLTH 8233 Professional Practice and Human Development: Health Management and Policy (4 cr.)

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

This KAM offers students a critical examination of major systems theories and theorists. Students analyze and compare different delivery, international, or philosophical systems pertaining to health services management and policy. This KAM also includes the design, implementation, and execution of an evaluation of a health services system.

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

Depth: HLTH 8323 Current Research in Organizational and Social Systems: Health Management and Policy (5 cr.)

Application: HLTH 8333 Professional Practice and Organizational and Social Systems: Health Management and Policy (4 cr.)

Specialized KAMs V–VII (42 cr.)

Specialized KAM V: Advanced Theory, Methods, and Practice in Health Services (14 cr.)

This KAM provides an examination of methods and techniques employed in case studies and applied change in health management and policy. Students analyze current and future social problems and issues

in health services management and policy and corresponding change interventions and implications. This KAM also includes the design, execution, and evaluation of a case study demonstrating the process of planned change in a health services setting.

Breadth: HLTH 8513 Health Services in the Contemporary Context: Health Management and Policy (5 cr.)

Depth: HLTH 8523 Current Concepts and Methods in Health Services: Health Management and Policy (5 cr.)

Application: HLTH 8533 Integrative Professional Practice in Health Services: Health Management and Policy (4 cr.)

Specialized KAM VI: Contemporary Issues and the Ethical Delivery of Health Services (14 cr.)

Breadth: HLTH 8613 Health Services Delivery and Ethical Implications: Health Management and Policy (5 cr.)

Depth: HLTH 8623 Health Services Delivery and Ethical Decision-Making: Health Management and Policy (5 cr.)

Application: HLTH 8633 Ethical Theories Applied in Health Services: Health Management and Policy (4 cr.)

Specialized KAM VII: Advanced Case Study in Health Services (14 cr.)

Breadth: HLTH 8713 Theories of Case Study Research and Applied Change in Health Services: Health Management and Policy (5 cr.)

Depth: HLTH 8723 Relating Change Theories to Practice in Health Services: Health Management and Policy (5 cr.)

Application: HLTH 8733 A Case Study of Applied Change in Health Services: Health Management and Policy (4 cr.)

Ph.D. in Public Health

The Ph.D. in Public Health program focuses on seeking solutions to significant public health problems by applying and integrating knowledge into public health practice and research. The program fosters the development and demonstration of research and analytical skills to prepare students for careers in academia or in public and private organizations and institutions. Students may elect to specialize in either Community Health Promotion and Education or Epidemiology.

Specializations

- Community Health Promotion and Education
- Epidemiology

Degree Requirements

- Number of credits depends on specialization
 - Track I: 120–121 total quarter credit hours
 - Track II: 88–89 total quarter credit hours

- Track III: 108–109 total quarter credit hours
- Professional Development Plan and Program of Study
- Foundation courses (6–38 cr., depending on the track)
- Core courses (23 cr.)
- Specialization courses (29–30 cr., depending on specialization)
- Research proposal, dissertation, and oral presentation (30 cr.)
- Minimum 10 quarters enrollment
- 20 days of academic residency (two 4-day and two 6-day residencies)

Curriculum

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

- *Track I:* Students who enter the program with a bachelor's degree or with a graduate degree that is not in public health complete a set of foundational courses in the core competencies and practice of public health before they move on to the sequence of courses described for Track III, followed by the core and specialization courses.
- *Track II:* Students who enter the program with a master's degree in public health from a program or school of public health accredited by the Council on Education for Public Health (CEPH)* complete PUBH 8101 Foundations for Graduate Study in Public Health followed by the program's core and specialization courses.
- *Track III:* Students who enter the program with a master's degree in public health from a non-CEPH-accredited program or school of public health complete an additional sequence of courses to help ensure they have adequate foundational knowledge in the areas of biostatistics, epidemiology, environmental health sciences, health services administration, and the social and behavioral sciences—before they take the core and specialization courses.

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

Foundation Curriculum

Foundation Courses: All Tracks (6 cr.)

- PUBH 8002 Essentials of Public Health: A Case Study Approach (4 cr.)
 PUBH 8101 Principles of Communication in Public Health (2 cr.)

Foundation Courses: Tracks I and III (20 cr.)

- PUBH 8115 Social, Behavioral, and Cultural Factors in Public Health (4 cr.)
 PUBH 8125 Biostatistics (4 cr.)
 PUBH 8145 Epidemiology (4 cr.)

- PUBH 8165 Environmental Health (4 cr.)
 PUBH 8175 Health Policy and Management (4 cr.)

Additional Courses: Track I (12 cr.)

- PUBH 8135 Leadership, Professionalism, and Ethics in Public Health Practice (4 cr.)
 PUBH 8155 Research in Public Health (4 cr.)
 PUBH 8235 Program Design, Planning, and Evaluation (4 cr.)

Core Curriculum

Core Courses (23 cr.)

- PUBH 8010 Promoting Population Health (5 cr.)
 PUBH 8015 Administration and Leadership of Public Health Programs (5 cr.)
 PUBH 8020 Public Health Informatics (5 cr.)
 RSCH 8100H Research Theory, Design, and Methods (4 cr.)
 RSCH 8200H Quantitative Reasoning and Analysis (4 cr.)

Specialization Curriculum

Community Health Promotion and Education Specialization (29 cr.)

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

- PUBH 8200 Organizing Community Action for Health Promotion and Education (5 cr.)
 PUBH 8210 Public Campaigns for Health Promotion and Education (5 cr.)
 PUBH 8215 Public Health Policy Design and Implementation (5 cr.)
 PUBH 8220 Health Promotion and Education Interventions in Diverse Populations (5 cr.)
 PUBH 8225 Design and Analysis of Community Trials (5 cr.)
 RSCH 8300H Qualitative Reasoning and Analysis (4 cr.)

Epidemiology Specialization (30 cr.)

The Epidemiology specialization focuses on the scientific understanding of the causes, distribution, control, and prevention of disease in populations.

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

Dissertation (30 cr.)

- PUBH 9000 Public Health Dissertation (30 cr.)

M.P.H. Option (while completing the Ph.D. in Public Health)

Students who enroll in the Ph.D. in Public Health program who do not have an M.P.H. degree may consider receiving dual degrees. Students have the option of completing the requirements for the Master in Public Health (M.P.H.) degree in addition to their prescribed doctoral program curriculum. The requirements for this option are completion of (1) any additional courses required for the M.P.H. program not previously taken and (2) the culminating experience, that is, the field practicum. Students may elect this option at any time. However, they must complete the requirements of the M.P.H. *prior to* completing the requirements for their Ph.D. program.

School of Nursing

Bachelor of Science in Nursing (BSN)

The Bachelor of Science in Nursing (BSN) program provides current registered nurses (RNs) who have a diploma or associate degree in nursing with the opportunity to earn a BSN degree.

The program is specifically designed to provide students with the evidence-based practices that can be applied on the job immediately. At the same time, students will develop the skills of reflection, independent learning, and enhanced critical thinking that will enable them to stay current in their field throughout their career.

Degree Requirements

- 180 total credits
- [General education](#) (45 cr., at least 10 of which must be completed at Walden)
- First course (1 cr.)
- Nursing license transfer of credit (up to 50 cr.)
- Upper-level nursing core courses (54 cr.)
- Elective courses (30 cr.)

Curriculum

Core Curriculum

General Education Courses (45 cr.)

See the [general education](#) section of this *Walden University Catalog*.

Note: At least three general education course transfer equivalents must be at the 3000 level or higher, including SOCI 4080.

Communications

COMM 1001 Contemporary Communications (5 cr.) **Required**

Social Science

SOCI 4080 Social Responsibility (5 cr.) **Required**

First Course (1 cr.)

COMM 1000 Communication Skills for Career Development (1 cr.)

Prior Nursing Core Coursework (Lower Level) (50 cr.)

Up to 50 credits will be awarded based on transcripts from an accredited associate degree in nursing or a nursing diploma. Students who are not awarded the maximum of 50 credits will take general education or elective courses to complete this requirement.

Upper-Level Nursing Core Courses (54 cr.)

The following courses are required as part of the upper-level nursing core:

NURS 3000	Issues and Trends in Nursing (5 cr.)
NURS 3005	The Context of Health Care Delivery (5 cr.)
NURS 3010	Information Management in Nursing and Health Care (5 cr.)
NURS 3015	Pathopharmacology (5 cr.)
NURS 3020	Health Assessment (5 cr.)
NURS 4000	Research and Scholarship for Evidence-Based Practice (5 cr.)
NURS 4005	Topics in Clinical Nursing (5 cr.)
NURS 4010	Family, Community, and Population-Based Care (5 cr.)
NURS 4015	Public and Global Health (5 cr.)
NURS 4020	Leadership Competencies in Nursing and Health Care (5 cr.)

Elective Courses (30 cr.)

Students are to select 13 additional courses to fulfill the elective requirement. Students may choose from general education courses or concentration courses. At least two elective courses must be at the 3000 level or above. These 65 credits of electives are in addition to the 5-credit general education elective.

Master of Science in Nursing (MSN)

The Master of Science in Nursing (MSN) prepares students to focus their practice on the identified health needs of society, become leaders in their field through scholarship, manage technology and information, and develop a lifelong commitment to learning.

Walden University is accredited by The Higher Learning Commission and authorized by The Minnesota Office of Higher Education to award the Master of Science in Nursing (MSN) degree. Walden's MSN is accredited by the Commission on Collegiate Nursing Education (CCNE), a national accrediting agency recognized by the U.S. Department of Education and the Council for Higher Education Accreditation.

Specializations

- Education
- Leadership and Management
- Nursing Informatics

Degree Requirements

- BSN Track: 41 semester credit hours; RN Track: 65 semester credit hours
- Foundation course (1 sem. cr.)
- Professional Development Plan and Program of Study
- Core courses (18 sem. cr.)
- Specialization courses (16 sem. cr.)
- Capstone project and practicum (6 sem. cr.)
- ePortfolio

Curriculum

The program has two tracks for registered nurses: the BSN Track is for students with a Bachelor of Science in Nursing (BSN) degree; the RN Track is for students with a hospital diploma, an associate degree in nursing (A.D.N.), or a bachelor's degree other than a BSN. In the RN Track, students complete 24 semester credits of foundational courses before starting the core courses: the foundational courses contain the essential content and learning activities to prepare students for the core courses. BSN graduates enter the program at the core course level.

All students complete the same core and specialization curriculum and the same capstone courses. The six core courses provide students with a graduate-level knowledge in areas of theory, research, diversity, legality/ethics, and health care systems. The specialization courses build on the core courses and offer students direction and guidance for influencing nursing practice in selected areas. The capstone courses provide students the opportunity to integrate knowledge from their previous courses into a practice setting and to evaluate the achievement of professional and organizational goals. An ePortfolio based on the specific outcomes of the program must be submitted and approved before the degree is granted.

Foundational and Core Curricula

Foundation Course (1 sem. cr.)

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

RN Track: Foundation Courses (24 sem. cr.)

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

Core Courses (18 sem. cr.)

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

Specialization Curriculum

Education Specialization (16 sem. cr.)

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

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

Leadership and Management Specialization (16 sem. cr.)

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

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

Nursing Informatics Specialization (16 sem. cr.)

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

NURS 6400	Informatics in Nursing and Health Care (4 sem. cr.)
NURS 6410	Information and Knowledge Management (4 sem. cr.)
NURS 6420	Supporting Workflow in Health Care Systems (4 sem. cr.)
NURS 6430	Project Management: Health Care Information Technology (4 sem. cr.)

Capstone Courses

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

NURS 6500 Capstone Synthesis Practicum I (3 sem. cr.)

NURS 6510 Capstone Synthesis Practicum II (3 sem. cr.)

General Education Courses

Courses are available at Walden for those students who have not completed the minimum undergraduate credits of general education courses required for admission to the master's program. Students who choose to complete general education courses at Walden can transition directly into the RN Track of the MSN program after completion of the general education requirements. For course descriptions, students should refer to the Course Description section of this *Walden University Catalog*.

Course Requirement	Walden Courses Available (5 cr. each)
Communication (3 courses)	
English Composition	<ul style="list-style-type: none">ENGL 1001 College CompositionENGL 2002 Professional Writing for Successful Communication
Communications 2	<ul style="list-style-type: none">COMM 1001 Contemporary CommunicationsCOMM 1002 Group Presentation and DiscussionCOMM 1003 Introduction to Mass CommunicationCOMM 1004 Interpersonal CommunicationCOMM 4001 Intercultural CommunicationISYS 1001 Computer Information Fluency
Communications 3	
Humanities (2 courses)	
Humanities 1	<ul style="list-style-type: none">ARTS 1001 Introduction to Fine ArtsENGL 2001 Introduction to LiteratureHMNT 3001 Modern Popular CulturePHIL 1001 Introduction to PhilosophyPHIL 2001 EthicsPHIL 3010 Science and SpiritualityRELG 2001 World Religions
Humanities 2	
Social/Behavioral Sciences (3 courses)	
Social/Behavioral Science 1	<ul style="list-style-type: none">ANTH 3001 Indigenous Peoples in the Modern WorldGEOG 1001 World Regional GeographyHIST 2005 World History 1900-1945HIST 2006 World History 1945-2000POLI 1001 American GovernmentPSYC 1001 Introduction to PsychologySOCI 1001 Introduction to SociologySOCI 2001 Multicultural Dimensions of SocietySOCI 4080 Social Responsibility
Social/Behavioral Science 2	
Social/Behavioral Science 3	
Mathematics and Science (5 courses)	
Anatomy and Physiology	Not currently offered
Microbiology	Not currently offered

<i>Course Requirement</i>	<i>Walden Courses Available (5 cr. each)</i>
Mathematics and Science 1	<ul style="list-style-type: none">• BIOL 1001 Introduction to Biology• CHEM 1001 Introduction to Chemistry• MATH 1001 College Algebra• MATH 1002 Applied Math• NASC 1001 Environmental Science• PHSC 1001 Earth Science• SCNC 4001 Analyzing Contemporary Scientific Controversies
Mathematics and Science 2	
Mathematics and Science 3	
Introductory Statistics (1 course)	
Statistics	<ul style="list-style-type: none">• PSYC 3002 Data Analysis and Presentation• STAT 2001 Statistics
Electives (1 course)	
Elective	Any of the above courses not previously completed or transferred in

Note: No course can count twice toward meeting general education requirements.

Post-Master's Certificates in Nursing

The School of Nursing offers three certificate programs at the post-master's-degree level. The certificate program provides the opportunity for nurses trained at the master's level to pursue specialized training. Each certificate consists of 17 semester credits of graduate-level nursing specialization courses.

Certificate Programs

- Nursing Education
- Nursing Informatics
- Nursing Leadership and Management

Certificate Requirements

- 17 total semester credits
- Foundation course (1 sem. cr.)
- Specialization courses (16 sem. cr.)

Curriculum

Foundation Course

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

**Note: Students who are graduates of Walden University's Master of Science in Nursing (MSN) are not required to repeat NURS 6000 as part of a certificate program.*

Specialization Curriculum

Nursing Education Certificate (16 sem. cr.)

This certificate program prepares nurses for faculty positions in all types of undergraduate nursing programs, as well as for educator roles in diverse practice settings. Students who complete this certificate program have the knowledge to develop, plan, implement, and evaluate educational programs for nursing students and other individuals and groups needing health-related education.

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

Nursing Informatics Certificate (16 sem. cr.)

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

NURS 6400 Informatics in Nursing and Health Care (4 sem. cr.)
NURS 6410 Information and Knowledge Management (4 sem. cr.)
NURS 6420 Supporting Workflow in Health Care Systems (4 sem. cr.)
NURS 6430 Project Management: Health Care Information Technology (4 sem. cr.)

Nursing Leadership and Management Certificate (16 sem. cr.)

This certificate program prepares nurses for leadership positions in complex health care systems. Students who complete this certificate program are ready to make a difference in organizations by addressing pressing issues such as workforce development, resources, integration of technology, and the maintenance and improvement of quality care.

NURS 6200 The Nurse Administrator: Leading and Managing for Excellence (4 sem. cr.)
NURS 6210 Health Care Finance and Budgeting (4 sem. cr.)
NURS 6220 Human Resource Management (4 sem. cr.)
NURS 6400 Informatics in Nursing and Health Care (4 sem. cr.)

College of Management and Technology

NTU School of Engineering and Applied Science

M.S. in Software Engineering

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

Specializations

- Design
- General Program
- Management
- Project Management
- Quality and Testing
- Self-Designed

Degree Requirements

- 33 total semester credit hours

Curriculum

Each course in the M.S. in Software Engineering program is 16 weeks in length. Core courses are listed in the order of recommended sequence.

Design Specialization

The Design specialization prepares students to elicit requirements for software products from stakeholders, create or select architectures and designs to meet product requirements, apply mathematical techniques to establish the soundness of designs, and establish performance metrics for software systems.

Specified Courses (33 sem. cr.)

NMBA 6130	Leadership and Teamwork: Accomplishing Momentum Transfer Using Power, Influence, and Collaboration (3 sem. cr.)
NSEN 6305	Object-Oriented Programming (3 sem. cr.)
NSEN 6001	Software Engineering (3 sem. cr.)
NSEN 6251	Software Specification (3 sem. cr.)
NCSC 6121	Programming Language Principles (3 sem. cr.)
NSEN 6011	Formal Methods in Software Engineering (3 sem. cr.)
NSEN 6111	Software Architectures (3 sem. cr.)
NSEN 6301	Object-Oriented Analysis and Design (3 sem. cr.)
NSEN 6411	Software Unit and Integration Testing and Verification (3 sem. cr.)
NSEN 6331	Embedded Systems Software Development (3 sem. cr.)
NSEN 6061	Software Measurement (3 sem. cr.)

Thesis Option

This program does not require a thesis. However, students may replace NCSC 6121 and NSEN 6331 with a 6-semester-credit thesis upon approval of the program director. Students should consult the Academic Advising Team for more information about this option.

General Program

The General Program helps students to become experts in the latest software development theories and the engineering principles that support software design. The curriculum focuses on every aspect of the software engineering process, including design, testing, implementation, and maintenance. Students create their own focus by choosing from a wide array of electives to meet their specific interests.

Core Courses (15 sem. cr.)

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

Program Elective Courses (12 sem. cr.)

Choose four:

NSEN 6061	Software Measurement (3 sem. cr.)
NSEN 6111	Software Architectures (3 sem. cr.)
NSEN 6331	Embedded Systems Software Development (3 sem. cr.)
NSEN 6414	Object-Oriented Testing (3 sem. cr.)
NSEN 6421	Software System-Level Testing (3 sem. cr.)
NSEN 6471	Software Quality Management (3 sem. cr.)
NSEN 6511	Software Project Management (3 sem. cr.)
NSEN 6993	Independent or Directed Study in Software Engineering (variable, 1–3 sem. cr.)

General Elective Courses (6 sem. cr.)

Choose any additional two graduate-level NTU courses.

Thesis Option

This program does not require a thesis. However, a thesis option (maximum of 6 semester credits) is available and may be substituted for two elective courses upon approval of the program director. Students should consult the Academic Advising Team for more information about this option.

Management Specialization

The Management specialization prepares students to manage software engineering groups. They learn to apply the principles of software quality management to the development and maintenance of software products and product lines. Students also learn about marketing considerations for software products and the financial risks associated with software development.

Specified Courses (33 sem. cr.)

NMGT 6310	Introduction to Engineering Management (3 sem. cr.)
NMBA 6130	Leadership and Teamwork: Accomplishing Momentum Transfer Using Power, Influence, and Collaboration (3 sem. cr.)
NMBA 6140	Strategy and Negotiation: Solving the Boundary Value Problem (3 sem. cr.)
NSEN 6001	Software Engineering (3 sem. cr.)
NSEN 6251	Software Specification (3 sem. cr.)
NSEN 6301	Object-Oriented Analysis and Design (3 sem. cr.)
NSEN 6511	Software Project Management (3 sem. cr.)
NSEN 6471	Software Quality Management (3 sem. cr.)
NSEN 6421	Software System-Level Testing (3 sem. cr.)
NMBA 6170	Accounting and Finance: Measurement and Flow Control for the Economic Engine (3 sem. cr.)
NMGT 8735	Marketing of Advanced Technologies (3 sem. cr.)

Thesis Option

This program does not require a thesis. However, students may replace NSEN 6301 and 6421 with a 6-semester-credit thesis upon approval of the program director. Students should consult the Academic Advising Team for more information about this option.

Project Management Specialization

The Project Management specialization prepares students to work with stakeholders to create schedules and budgets for software engineering projects. They learn to apply the concepts of earned value, risk management, contract management, and stakeholder management in managing software engineering project activities.

Specified Courses (33 sem. cr.)

NMBA 6130	Leadership and Teamwork: Accomplishing Momentum Transfer Using Power, Influence, and Collaboration (3 sem. cr.)
NMBA 6140	Strategy and Negotiation: Solving the Boundary Value Problem (3 sem. cr.)
NSEN 6001	Software Engineering (3 sem. cr.)
NSEN 6251	Software Specification (3 sem. cr.)

NSEN 6301	Object-Oriented Analysis and Design (3 sem. cr.)
NSEN 6511	Software Project Management (3 sem. cr.)
NSEN 6471	Software Quality Management (3 sem. cr.)
NSEN 6421	Software System-Level Testing (3 sem. cr.)
NSYS 6163	Integrated Risk Management (3 sem. cr.)
NMBA 6313	Supply Chain Management (3 sem. cr.)
NMGT 6761	Advanced Project Management (3 sem. cr.)

Thesis Option

This program does not require a thesis. However, students may replace NSEN 6301 and 6421 with a 6-semester-credit thesis upon approval of the program director. Students should consult the Academic Advising Team for more information about this option.

Quality and Testing Specialization

The Quality and Testing specialization prepares students to test software at the unit and system level, apply probabilistic and statistical methods to the testing and measurement of software systems, and apply quality management techniques to the development and testing of software systems.

Specified Courses (33 sem. cr.)

NMBA 6130	Leadership and Teamwork: Accomplishing Momentum Transfer Using Power, Influence, and Collaboration (3 sem. cr.)
NSEN 6305	Object-Oriented Programming (3 sem. cr.)
NSEN 6001	Software Engineering (3 sem. cr.)
NSEN 6251	Software Specification (3 sem. cr.)
NSEN 6011	Formal Methods in Software Engineering (3 sem. cr.)
NSEN 6411	Software Unit and Integration Testing and Verification (3 sem. cr.)
NMTH 6701	Probability and Statistics for Scientists and Engineers (3 sem. cr.)
NSEN 6061	Software Measurement (3 sem. cr.)
NSEN 6511	Software Project Management (3 sem. cr.)
NSEN 6471	Software Quality Management (3 sem. cr.)
NSEN 6421	Software System-Level Testing (3 sem. cr.)

Thesis Option

This program does not require a thesis. However, students may replace NSEN 6305 and 6511 with a 6-semester-credit thesis upon approval of the program director. Students should consult the Academic Advising Team for more information about this option.

Self-Designed Specialization

The Self-Designed specialization provides a foundation in software engineering principles and information about the latest software development theories. Students create their own focus by choosing from a wide array of electives to meet their specific interests.

Specified Courses (24 sem. cr.)

NMBA 6130	Leadership and Teamwork: Accomplishing Momentum Transfer Using Power, Influence, and Collaboration (3 sem. cr.)
NSEN 6001	Software Engineering (3 sem. cr.)

NSEN 6251	Software Specification (3 sem. cr.)
NSEN 6111	Software Architectures (3 sem. cr.)
NSEN 6301	Object-Oriented Analysis and Design (3 sem. cr.)
NSEN 6411	Software Unit and Integration Testing and Verification (3 sem. cr.)
NSEN 6061	Software Measurement (3 sem. cr.)
NSEN 6471	Software Quality Management (3 sem. cr.)

Elective Courses (9 sem. cr.)

Choose any additional three graduate-level NTU courses.

Thesis Option

This program does not require a thesis. However, a thesis option (maximum of 6 semester credits) is available and may be substituted for two of the elective courses upon approval of the program director. Students should consult the Academic Advising Team for more information about this option.

Foundation Courses

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

M.S. in Systems Engineering

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

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

Specializations

- General Program
- Operations

Degree Requirements

- 33 total semester credit hours

Curriculum

Each course in the M.S. in Systems Engineering program is 16 weeks in length. Core courses are listed in the order of recommended sequence.

General Program

The General Program enables students to define and validate system requirements, develop effective designs, and help ensure those designs are safe and meet customer requirements. Students create their own focus by choosing from a wide array of electives to meet their specific interests.

Core Courses (12 sem. cr.)

NSYS 6120	Systems Engineering and Analysis (3 sem. cr.)
NSYS 6160	Systems Engineering Management (3 sem. cr.)
NSYS 6140	Systems Optimization and Analysis (3 sem. cr.)
NSYS 6152	Systems Testing and Reliability (3 sem. cr.)

Program Elective Courses (15 sem. cr.)

Choose five:

NMBA 6170	Accounting and Finance: Measurement and Flow Control for the Economic Engine (3 sem. cr.)
NMBA 6313	Supply Chain Management (3 sem. cr.)
NMGT 8750	Total Quality Management and Improvement (3 sem. cr.)
NSPP 6325	Integrated Design and Manufacturing (3 sem. cr.)
NSPP 6410	Modeling Manufacturing Systems (3 sem. cr.)
NSYS 6163	Integrated Risk Management (3 sem. cr.)
NSYS 6993	Independent or Directed Study in Systems Engineering (variable, 1-3 sem. cr.)

General Elective Courses (6 sem. cr.)

Choose any additional two graduate-level NTU courses.

Thesis Option

This program does not require a thesis. However, a thesis option (maximum of 6 semester credits) is available and may be substituted for two elective courses upon approval of the program director. Students should consult the Academic Advising Team for more information about this option.

Operations Specialization

The Operations specialization provides students with the processes and tools they need to define and validate system requirements and to engage in the analysis and design of large-scale systems. With an understanding of the concepts of systems and systems engineering, students can estimate reliability and risk associated with large-scale systems and ultimately plan, organize, and manage complex systems projects.

Specified Courses (24 sem. cr.)

NMBA 6130	Leadership and Teamwork: Accomplishing Momentum Transfer Using Power, Influence, and Collaboration (3 sem. cr.)
NSYS 6120	Systems Engineering and Analysis (3 sem. cr.)
NSYS 6160	Systems Engineering Management (3 sem. cr.)
NMTH 6701	Probability and Statistics for Scientists and Engineers (3 sem. cr.)
NSYS 6152	Systems Testing and Reliability (3 sem. cr.)
NMGT 8510	Operations Research Models (3 sem. cr.)
NSYS 6163	Integrated Risk Management (3 sem. cr.)
NSYS 6140	Systems Optimization and Analysis (3 sem. cr.)
NMBA 6313	Supply Chain Management (3 sem. cr.)
NSPP 6410	Modeling Manufacturing Systems (3 sem. cr.)
NMGT 8750	Total Quality Management and Improvement (3 sem. cr.)

Thesis Option

This program does not require a thesis. However, a thesis option (maximum of 6 semester credits) is available and may be substituted for any two of the final three courses (i.e., NMBA 6313, NSPP 6410, NMGT 8750) upon approval of the program director. Students should consult the Academic Advising Team for more information about this option.

NTU Post-Baccalaureate Certificates

NTU academic certificates are designed for working professionals who want to develop their knowledge and skills in focused areas of graduate study. Each certificate consists of at least four graduate courses for a minimum of 12 semester credits taken in the NTU School of Engineering and Applied Science. Students can complete a graduate certificate in as little as 1 year and may earn more than one certificate. While each course taken can apply to only one certificate, courses taken for a certificate can be applied toward a master's degree program.

The NTU certificate program is designed to recognize the achievements of students whose courses meet specific needs of their individual careers. This program is especially beneficial to those who already have a master's or Ph.D. degree and do not want to pursue another advanced degree. It provides recognition of academic accomplishment while upgrading technical competence or reorienting professional careers.

Example Certificate Programs

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

Management Certificates

Competitive Product Management Certificate (12 sem. cr.)

NMBA 6140	Strategy and Negotiation: Solving the Boundary Value Problem (3 sem. cr.)
NMBA 6160	Marketing: Maximizing the Organizational I/O Bus (3 sem. cr.)
NMGT 8735	Marketing of Advanced Technologies (3 sem. cr.)
NMBA 6313	Supply Chain Management (3 sem. cr.)

Engineering Management Certificate (12 sem. cr.)

NMGT 6310	Introduction to Engineering Management (3 sem. cr.)
NMBA 6150	Technology and Operations: Moore's Law and Other Business Accelerators (3 sem. cr.)
NMBA 6130	Leadership and Teamwork: Accomplishing Momentum Transfer Using Power, Influence, and Collaboration (3 sem. cr.)
NMBA 6170	Accounting and Finance: Measurement and Flow Control for the Economic Engine (3 sem. cr.)

Technical Project Management Certificate (12 sem. cr.)

NMGT 6760	Introduction to Project Management (3 sem. cr.)
NMBA 6140	Strategy and Negotiation: Solving the Boundary Value Problem (3 sem. cr.)
NMGT 6761	Advanced Project Management (3 sem. cr.)
NMBA 6130	Leadership and Teamwork: Accomplishing Momentum Transfer Using Power, Influence, and Collaboration (3 sem. cr.)

Engineering Certificates

Software Project Management Certificate (12 sem. cr.)

NSEN 6001	Software Engineering (3 sem. cr.)
NSEN 6251	Software Specification (3 sem. cr.)
NSEN 6511	Software Project Management (3 sem. cr.)
NSEN 6471	Software Quality Management (3 sem. cr.)

Software Testing Certificate (12 sem. cr.)

NSEN 6001	Software Engineering (3 sem. cr.)
NSEN 6251	Software Specification (3 sem. cr.)
NSEN 6411	Software Unit and Integration Testing and Verification (3 sem. cr.)
NSEN 6421	Software System-Level Testing (3 sem. cr.)

Systems Engineering Certificate (12 sem. cr.)

NSYS 6120	Systems Engineering and Analysis (3 sem. cr.)
NSYS 6140	Systems Optimization and Analysis (3 sem. cr.)
NSYS 6160	Systems Engineering Management (3 sem. cr.)
NSYS 6163	Integrated Risk Management (3 sem. cr.)

Self-Designed Certificates

In addition to the preconfigured certificates above, NTU offers a Self-Designed Certificate program that allows students, in concert with their program director, to configure a certificate in an area of their own choosing. The NTU Self-Designed Certificate program is designed to recognize the achievements of students whose courses meet specific needs of their individual careers.

Application Procedure

Students interested in a Self-Designed Certificate program should contact the Academic Advising Team. Students will be asked to submit a brief proposal describing their specific needs for a certificate, listing the set of courses they intend to use toward the certificate, and explaining how those courses form a coherent program that addresses their needs. Upon approval of the proposed program, students may take the relevant courses.

School of Management

B.S. in Accounting

The Bachelor of Science in Accounting program provides students with a comprehensive professional accounting knowledge base mapped to American Institute of Certified Public Accountants (AICPA) competencies in functional accounting and professional and ethical standards. In today's diverse, global, and technologically sophisticated accounting environment, these competencies are highly sought by employers. Through this program, learners gain a practical knowledge of the principles, theories, concepts, and professional practices used in today's global accounting environment.

Learners will first be taught the “hows” and “whys” of the professional use of accounting products. Once learners fully understand the use of accounting products, they will progress in a sequenced fashion to mastering the intricacies of developing accounting products and, ultimately, to interpreting business and accounting information to support organizational decision-making. Learners will also master the digitization of accounting data and technology that support international financial reporting. The program's comprehensive preparation of accounting students ensures that they will learn professionally relevant skills that can be directly applied to the working world.

The program is results-oriented and extends beyond theories and conceptual understanding to practical application. Learning outcomes are achieved through coursework completed in specific area requirements for general education, as well as through both lower- and upper-division content courses.

Degree Requirements

- 181 total quarter credits (including 45 cr. completed at Walden)
- [General education](#) courses (45 cr.)
- First course (1 cr.)
- Core courses (120 cr.)
- Elective courses (10 cr.)
- Capstone course (5 cr.)

Curriculum

General Education Courses (45 cr.)

See the [general education](#) section of the *Walden University Catalog*.

Note: At least three general education courses taken must be taken at the 3000 level or higher, including SOCI 4080.

First Course (1 cr.)

PORT 1001 Developing Student Portfolios in Accounting (1 cr.) ***Required***

Core Courses (120 cr.)

BUSI 1001 Introduction to Business (5 cr.)
ACCT 1001 Accounting 1 (5 cr.)
ECON 1001 Macroeconomics (5 cr.)
ACCT 2001 Accounting II (5 cr.)
BUSI 2001 Business Law (5 cr.)
STAT 2001 Statistics (5 cr.)
ACCT 2002 Managerial Accounting: Introduction to Financial Planning and Analysis (5 cr.)
ECON 1002 Microeconomics (5 cr.)
FNCE 3001 Financial Management (5 cr.)
ISYS 3001 Information Systems In Enterprise (5 cr.)
ACCT 3006 Accounting Information Systems (5 cr.)
BUSI 3002 Ethical Leadership (5 cr.)
ACCT 3001 Intermediate Accounting I (5 cr.)
ACCT 3002 Auditing and Internal Controls (5 cr.)
ACCT 3003 Intermediate Accounting II (5 cr.)
ACCT 3004 Intermediate Accounting III (5 cr.)
ACCT 3005 Intermediate Accounting IV (5 cr.)
BUSI 3006 Advanced Business Law (5 cr.)
ACCT 4001 Government and Non-Profit Accounting (5 cr.)
ACCT 4002 Advanced Financial Accounting I (5 cr.)
ACCT 4003 Advanced Financial Accounting II (5 cr.)
ACCT 4004 Advanced Financial Accounting III (5 cr.)
ACCT 4005 Federal Taxation I: Individual Taxation (5 cr.)
ACCT 4006 Federal Taxation II: Corporate Taxation (5 cr.)

Elective Courses (10 cr.)

Students are to select two additional courses to fulfill the elective requirement. Students may choose courses from either general education courses, B.S. in Business Administration or B.S. in Communication concentration courses, or courses from any of Walden's bachelor's degree programs. At least one elective course(s) must be at the 3000 level or above. These 10 credits of electives are in addition to the 5-credit general education elective.

The following courses are recommended as electives:

BUSI 2002 Global Business (5 cr.)
MRKT 3001 Marketing (5 cr.)

BUSI 3005 Critical Thinking and Decision-Making (5 cr.)
MGMT 4401 Management and Organizational Behavior (5 cr.)
FNCE 4101 Corporate Finance (5 cr.)
ACCT 4007 Treasury Management (5 cr.)

Capstone Course (5 cr.)

ACCT 4900 Accounting Capstone Project (5 cr.)

B.S. in Business Administration

The Bachelor of Science in Business Administration degree provides students with a solid grounding in the core knowledge and competencies required in today's diverse, global, and technologically sophisticated business environment.

B.S. in Business Administration students gain a working knowledge of the principles and concepts of management theory and practice by examining the interrelationships among the major business disciplines. Through case studies and demonstrations, students evaluate practical applications of the manager's role in planning, organizing, staffing, directing, and controlling.

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

Concentrations

- General Program
- Finance
- Human Resource Management
- International Business
- Information Systems
- Management
- Marketing
- Public Relations

Degree Requirements

- 181 total quarter credit hours (including 45 cr. completed at Walden)
- [General education](#) courses (45 cr.)
- Portfolio course (1 cr.)
- Business courses (100 cr.)

- Concentration courses (15 cr.)
- Elective courses (20 cr.)

Curriculum

Walden University offers a Bachelor of Science in Business Administration degree to those students wanting to successfully compete in today's global business market. A General Program is offered for those students who want to gain an understanding and knowledge of general management principles. Walden also offers the following five concentrations to its B.S. in Business Administration students: Finance, Human Resource Management, Information Systems, Management, and Marketing.

Core Curriculum

General Education Courses (45 cr.)

See the [general education](#) section of this *Walden University Catalog*.

Note: At least three general education courses taken must be taken at the 3000 level or higher, including SOCI 4080.

Portfolio Course (1 cr.)

GNED 1001 Developing Student Portfolios (1 cr.)

Business Courses (100 cr.)

BUSI 1001 Introduction to Business (5 cr.)
 BUSI 2002 Global Business (5 cr.)
 ACCT 1001 Accounting I (5 cr.)
 ACCT 2001 Accounting II (5 cr.)
 STAT 2001 Statistics (5 cr.)
 ECON 1001 Macroeconomics (5 cr.)
 ECON 1002 Microeconomics (5 cr.)
 ECON 2001 International Economics (5 cr.)
 BUSI 2001 Business Law (5 cr.)
 BUSI 2003 Operations (5 cr.)
 MRKT 3001 Marketing (5 cr.)
 HRMG 3001 Human Resource Management (5 cr.)
 FNCE 3001 Financial Management (5 cr.)
 ISYS 3001 Information Systems in Enterprise (5 cr.)
 BUSI 3002 Ethical Leadership (5 cr.)
 BUSI 3003 Dynamics of Change (5 cr.)
 BUSI 3001 Knowledge Management and Organizational Change (5 cr.)
 BUSI 3004 Entrepreneurship for Small Business (5 cr.)
 BUSI 3005 Critical Thinking and Decision-Making (5 cr.)
 BUSI 4001 Business Capstone Project–Strategic (5 cr.)

Elective Courses (20 cr.)

Students are to select four additional courses (20 credits) to fulfill the elective requirement. Students may choose courses from either general education courses or concentration courses. At least one elective course must be 4000-level or above.

Specialization Curriculum

General Program (15 cr.)

The curriculum of the General Program is ideal for those students who want a broad view and solid grounding in preparation for today's business environment. Most importantly, students can increase their capacity to reason critically and act ethically in the dynamic environment of the 21st century. Because students can choose the courses that make up the General Program, this concentration is a beneficial option for those students with interests in a variety of areas.

Students in the General Program should complete three of the following concentration courses (see course descriptions for prerequisites):

- FNCE 4101 Corporate Finance (5 cr.)
- HRMG 4201 Strategic Human Resource Management (5 cr.)
- ISYS 4301 Business Process Design (5 cr.)
- MGMT 4401 Management and Organizational Behavior (5 cr.)
- MRKT 4501 Marketing Management (5 cr.)

Finance Concentration (15 cr.)

In the Finance concentration, students learn how to effectively assess and guide the financial operation of an organization. The curriculum helps students gain insights into the key financial levers of an organization, so they can help management direct the organization to optimize its value, for both its employees and shareholders. ***Note:*** *Students must complete FNCE 3001 Financial Management before entering the Finance concentration.*

Courses must be completed in the following order:

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

Human Resource Management Concentration (15 cr.)

The Human Resource Management concentration helps students develop insights into recruitment and selection, performance evaluation, compensation and benefits, job design, training, retention, and turnover. In addition, students explore how economic, social, psychological, legal, and cultural forces influence employment relations. ***Note:*** *Students must complete HRMG 3001 Human Resource Management before entering the Human Resource Management concentration.*

Courses must be completed in the following order:

- HRMG 4201 Strategic Human Resource Management (5 cr.)
- HRMG 4202 Human Resource Development and Change (5 cr.)
- HRMG 4203 HRM: Analysis and Problems (5 cr.)

Information Systems Concentration (15 cr.)

The Information Systems concentration teaches students how to leverage technology to meet their organization's strategic goals by evaluating technology options; developing methods for transferring and assimilating new technology; and managing large, complex projects. **Note:** *Students must complete ISYS 3001 Information Systems in Enterprise before entering the Information Systems concentration.*

Courses must be completed in the following order:

ISYS 4301 Business Process Design (5 cr.)
ISYS 4302 Management of Technology (5 cr.)
ISYS 4303 Case Study: Project Management (5 cr.)

International Business Concentration (15 cr.)

Today's global marketplace requires a heightened understanding of international business practices and cross-cultural alliances. In this concentration, students will study the strategic and management issues that international organizations face, while helping to develop the skills to operate in this highly complex environment. They will also work to increase their knowledge in international marketing and international finance while preparing to become a global manager.

Courses must be completed in the following order:

MGMT 4100 International Business Operations (5 cr.)
FNCE 4103 International Finance (5 cr.)
MRKT 4502 International Marketing (5 cr.)

Management Concentration (15 cr.)

The Management concentration focuses on aligning contemporary management practices with strategic direction. It provides students with advanced knowledge and skills in international management, human resource management, and knowledge management. Students focus on emerging trends in the international business arena, techniques for attracting and retaining effective human resources, and the integration of knowledge management with quality initiatives and organizational change. **Note:** *Students must complete FNCE 3001 Financial Management before entering the Corporate Finance course; BUSI 1001 Introduction to Business before entering the Management and Organizational Behavior course; and HRMG 3001 Human Resource Management before entering the Strategic Human Resource Management course.*

It is recommended that courses be completed in the following order:

FNCE 4101 Corporate Finance (5 cr.)
MGMT 4401 Management and Organizational Behavior (5 cr.)
HRMG 4201 Strategic Human Resource Management (5 cr.)

Marketing Concentration (15 cr.)

The Marketing concentration helps students develop insights into an organization's marketing efforts by learning not only the traditional disciplines of alternate marketing channels, sales management, advertising, and research, but also emerging marketing approaches related to consumer motivation, global customer management, customer relationship management, and marketing on the Internet. **Note:** *Students must complete MRKT 3001 Marketing before entering the Marketing concentration.*

Courses must be completed in the following order:

MRKT 4501 Marketing Management

MRKT 4502 International Marketing
MRKT 4503 Case Study: Services Marketing

Public Relations (15 cr.)

In this concentration, students can expand their understanding of the principles and practices of public relations, and directly apply them to real-world scenarios. These practices include identifying the best ways to build awareness or generate attention for individuals, organizations, products, and places. By the end of this program, students will have explored ways to build a consistent image and messaging through varied channels, including advertising, client relations and management, and crisis communication.

Courses must be completed in the following order:

PREL 4101 Publicity and Public Relations (5 cr.)
PREL 4102 Public Relations and Advertising (5 cr.)
PREL 4103 Crisis Communications (5 cr.)

B.S. in Communication

The B.S. in Communication offers an interdisciplinary study of communication that integrates topics in business, marketing communications, technology and new media, public relations, and organizational communication, among other fields, encouraging the best thinking across traditional disciplines. This program prepares graduates with the analytical, theoretical, and practical communication skills that explore various aspects of communication. These aspects include the development of written and oral communication skills and an increasing understanding of human and organizational interaction. This multidisciplinary approach produces individuals who have the appropriate balance of theoretical background and practical communication skills needed to be successful in today's often changing and complex work environments.

Concentrations

- Marketing Communications
- New Media
- Online Work and Communities
- Organizational Communication
- Public Relations
- Self-Designed

Degree Requirements

- 181 total quarter credit hours (including 45 cr. completed at Walden)
- [General education](#) courses (45 cr.)
- Core courses (51 cr.)
- Concentration courses (15 cr.)

- Elective courses (65 cr.)
- Capstone course (5 cr.)

Curriculum

Core Curriculum

General Education Courses (45 cr.)

See the [general education](#) section of this *Walden University Catalog*.

At least 30 percent of the general education courses taken must be taken at the 3000 level or higher, including SOCI 4080.

Core Courses (51 cr.)

The following courses are required as part of the communication core:

GNED 1002	Developing Student Portfolios for Communications (1 cr.)
COMM 1002	Group Presentation and Discussion (5 cr.)
COMM 1003	Introduction to Mass Communication (5 cr.)
COMM 1004	Interpersonal Communication (5 cr.)
COMM 2001	Essentials of Group and Organizational Communication (5 cr.)
ENGL 2002	Professional Writing for Successful Communication (5 cr.)
MEDC 3001	Communicating Through Media and Technology (5 cr.)
COMM 3001	Communication and Thought (5 cr.)
PREL 3001	Principles of Public Relations (5 cr.)
BUSI 3005	Critical Thinking and Decision-Making (5 cr.)
COMM 4001	Intercultural Communication (5 cr.)

Elective Courses (65 cr.)

Students are to select 13 additional courses to fulfill the elective requirement. Students may choose courses from either general education courses or concentration courses. At least two elective courses must be at the 3000 level or above. These 65 credits of electives are in addition to the 5-credit general education elective.

Capstone Course (5 cr.)

Students must complete the following Capstone course at the end of the B.S. in Communication program:
COMM 4901 Communication Capstone (5 cr.)

Concentration Curriculum

Students must complete one of the following concentrations.

Marketing Communications Concentration (15 cr.)

A variety of approaches to creating and delivering a compelling message related to products, persons, and places makes the art of marketing communications a needed and essential part of business success. This

concentration examines marketing to provide tools for delivering persuasive messaging to both local and international audiences. A special focus on media planning and purchasing provides the opportunity for real-world case studies.

Courses should be completed in the following order:

MRKT 4511 Marketing Communications (5 cr.)
MRKT 4512 International Marketing Communications (5 cr.)
MRKT 4513 Media Planning and Purchasing (5 cr.)

New Media Concentration (15 cr.)

This concentration capitalizes on the interesting and challenging world of blogging, wikis, podcasts, social networks, and multiple other online transmissions of messaging with the intent of managing them to optimize outcomes. Knowing how to leverage these instruments of communication is one of the fastest-growing market needs in today's fast-paced world.

Courses should be completed in the following order:

MEDC 4101 Mass Communications Using New Media (5 cr.)
MEDC 4102 New Media and Global Communication (5 cr.)
MEDC 4103 New Media Design (5 cr.)

Online Work and Communities Concentration (15 cr.)

One of the most fascinating advents within the world of working and learning is the evolution of the virtual world of work and communities. This concentration focuses exclusively on the challenges and opportunities with the virtual work world of online communications, decision-making and managing across an extended supply chain. Learners will create tools and strategies to overcome distance challenges and optimize the opportunities in today's world.

Courses must be completed in the following order:

CMIS 4204 Computer Mediated Communications (5 cr.)
CMIS 4501 Computer-Supported Collaborative Work (5 cr.)
CMIS 4502 Web 2.0 Systems and Applications (5 cr.)

Organizational Communication Concentration (15 cr.)

The corporate world has long known the value of well-developed organizational communications, but more than ever, businesses and organizations of all sizes are realizing value added through productive organizational communications. This concentration works to effectively create strategy, tools, and abilities to help manage organizational change and create planned success.

Courses should be completed in the following order:

MGMT 4401 Management and Organizational Behavior (5 cr.)
COMM 4101 Organizational Communication (5 cr.)
PREL 4103 Crisis Communications (5 cr.)

Public Relations Concentration (15 cr.)

Public relations in the contemporary world requires exceptional insights and talent when forging and forming relationships that endure. This concentration focuses on the art of building consistent image and message through a variety of channeled expertise, including advertising, client relations and management, and managing communications in crisis situations.

Courses should be completed in the following order:

PREL 4101	Publicity and Public Relations (5 cr.)
PREL 4102	Public Relations and Advertising (5 cr.)
PREL 4103	Crisis Communications (5 cr.)

Self-Designed Concentration (15 cr.)

The Self-Designed concentration is ideal for those students who want a broad view and solid grounding in preparation for today's business environment. Because students can choose the courses that make up the Self-Designed concentration, this concentration is a beneficial option for those students with interests in a variety of areas, thus allowing them to focus their interests appropriate to their unique direction they desire.

Students will choose three courses from the following concentration courses. Students will be required to meet all prerequisite course requirements before taking each course.

COMM 4101	Organizational Communication (5 cr.) <i>Recommended</i>
MEDC 4101	Mass Communications Using New Media (5 cr.)
MEDC 4102	New Media and Global Communication (5 cr.)
MEDC 4103	New Media Design (5 cr.)
MGMT 4401	Management and Organizational Behavior (5 cr.)
MRKT 4511	Marketing Communications (5 cr.) <i>Recommended</i>
PREL 4101	Publicity and Public Relations (5 cr.) <i>Recommended</i>
PREL 4102	Public Relations and Advertising (5 cr.)
PREL 4103	Crisis Communication (5 cr.)

B.S. in Computer Information Systems

The Bachelor of Science in Computer Information Systems addresses a growing need in the marketplace for professionals who can bridge the gap between information technology and the organizations and people who depend upon it.

Graduates of the B.S. in Computer Information Systems program will have a cross-disciplinary set of skills and knowledge that will allow them to work with business and other stakeholders to define information processing needs. They will be able to map those requirements onto the building blocks provided by an ever-changing set of technologies. They also will have a strong set of process skills enabling them to carry out these tasks in a reliable and collaborative fashion.

On top of a core set of business and information systems skills, each B.S. in Computer Information Systems student will gain more specialized skills in a variety of areas. One option is the concentration in Information Systems Management, which will provide students with advanced standing in the Walden Master of Information Systems Management program should they choose to pursue it. Other options focus on the positive impact information systems can have on people and society, in areas such as education, health care, security, usability and collaboration.

Concentrations

- Healthcare Informatics
- Human Computer Interaction
- Information Systems Management
- Information Systems Security
- New Media Communication Technologies
- Online Work and Communities
- Self-Designed

Degree Requirements

- 181 total quarter credit hours (including 45 cr. completed at Walden)
- [General education](#) (45 cr.)
- Portfolio course (1 cr.)
- Business courses (40 cr.)
- Computer information systems courses (50 cr.)
- Concentration courses (20 cr.)
- Elective courses (20 cr.)
- Capstone course (5 cr.)

Curriculum

Core Curriculum

General Education Courses (45 cr.)

See the [general education](#) section of this *Walden University Catalog*.

Note: At least three general education courses taken must be taken at the 3000 level or higher, including SOCI 4080.

Portfolio Course (1 cr.)

CMIS 1000 Developing Student Portfolios for CIS (1 cr.)

Business Courses (40 cr.)

BUSI 1001 Introduction to Business (5 cr.)

ACCT 1001 Accounting I (5 cr.)

STAT 2001	Statistics (5 cr.)
ECON 1001	Macroeconomics (5 cr.)
ECON 1002	Microeconomics (5 cr.)
BUSI 3002	Ethical Leadership (5 cr.)
BUSI 3003	Dynamics of Change (5 cr.)
BUSI 3005	Critical Thinking and Decision-Making (5 cr.)

Computer Information Systems Courses (50 cr.)

CMIS 1001	Introduction to Information Systems (5 cr.)
CMIS 1002	Information Technology Infrastructure (5 cr.)
CMIS 1003	Object-Oriented Programming I (5 cr.)
CMIS 2001	Internet Computing (5 cr.)
CMIS 2002	Object-Oriented Programming II (5 cr.)
CMIS 3001	Computing and Society (5 cr.)
CMIS 3002	Database Management Systems (5 cr.)
CMIS 3003	Requirements Analysis (5 cr.)
CMIS 3004	Object-Oriented Design (5 cr.)
CMIS 3005	Information Systems Project Management (5 cr.)

Capstone Course (5 cr.)

CMIS 4001	Computer Information Systems Capstone (5 cr.)
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Electives (20 cr.)

Students are to select four additional courses to fulfill the elective requirement. Students may choose courses from either general education courses or concentration courses.

Concentration Curriculum

Healthcare Informatics Concentration (20 cr.)

The Healthcare Informatics concentration focuses on the use of information systems in the health care industry. Students focus on specialized needs related to privacy and security of patient data, use and management of data generated by diagnostic equipment, and policies and practices of information management in health care systems.

CMIS 4301	Structure of the Health Care Industry (5 cr.)
CMIS 4101	Information Security and Privacy (5 cr.)
CMIS 4302	Patient Records Practice and Policy (5 cr.)
CMIS 4303	Health Care Information Systems Applications (5 cr.)

Human Computer Interaction Concentration (20 cr.)

The Human Computer Interaction concentration helps students develop insights into creating computer systems that are easy to use by human beings and decrease the chances of making mistakes. Topics range from the development of user interfaces to the use of computers to enhance communications between human beings.

CMIS 4201	Human Factors (5 cr.)
CMIS 4202	HCI Evaluation Methods (5 cr.)

- CMIS 4203 User Interface Development (5 cr.)
- CMIS 4204 Computer-Mediated Communications (5 cr.)

Information Systems Management Concentration (20 cr.)

The Information Systems Management concentration teaches students how to leverage technology to meet their organization's strategic goals by evaluating technology options; developing methods for transferring and assimilating new technology; and managing large, complex projects.

- ISYS 3001 Information Systems in Enterprise (5 cr.)
- ISYS 4301 Business Process Design (5 cr.)
- ISYS 4302 Management of Technology (5 cr.)
- CMIS 4601 Information Systems Service Management (5 cr.)

Information Systems Security Concentration (20 cr.)

In the Information Systems Security concentration, students learn how to effectively assess and guide security aspects impacting the information systems of an organization. The curriculum helps students gain insights into policies and techniques to increase the security of information utilized by an organization plus issues related to privacy and ethical concerns when using information.

- CMIS 4101 Information Security and Privacy (5 cr.)
- CMIS 4102 Information Security Techniques I (5 cr.)
- CMIS 4103 Information Security Techniques II (5 cr.)
- CMIS 4104 Computer Forensics (5 cr.)

New Media Communication Technologies Concentration (20 cr.)

In the New Media Communications Technologies concentration, students learn how technological advances in new media have created unique opportunities to connect with a variety of internal and external audiences in exciting ways. In this concentration, students will learn how blogging, wiki technologies, social networks, and other novel channels of communication can help them reach global markets. They will use these new media tools to gain advantages and improve outcomes for their organizations.

- MEDC 4102 New Media and Global Communication (5 cr.)
- CMIS 4204 Computer-Mediated Communications (5 cr.)
- CMIS 4502 Web 2.0 Systems and Applications (5 cr.)
- MEDC 4103 New Media Design (5 cr.)

Online and Work Communities Concentration (20 cr.)

The Online and Work Communities concentration is designed to help students understand the use of information technology to share information and create formal and informal collaborative communities to achieve goals within organizational contexts. Students will study the use of multimedia collaborative Web technologies to add content and value to a community.

- CMIS 4204 Computer-Mediated Communications (5 cr.)
- CMIS 4501 Computer-Supported Collaborative Work (5 cr.)
- CMIS 4502 Web 2.0 Systems and Applications (5 cr.)
- CMIS 4402 E-Learning Concepts and Systems (5 cr.)

Self-Designed Concentration (20 cr.)

The Self-Designed concentration is ideal for those students who want a broad view and solid grounding in preparation for today's information systems management environment. Because students can choose the courses that make up the Self-Designed concentration, this concentration is a beneficial option for those students with interests in a variety of areas.

Students in the Self-Designed concentration may take any four courses from CIS concentrations listed. Students may also petition to use alternate upper-division courses.

B.S. in Information Technology

The Bachelor of Science in Information Technology program examines the role of information technologies in the organization and empowers students as critical thinkers and effective social change agents by providing infrastructural solutions for information interchange and collaboration. The program prepares graduates for jobs they are likely to get after graduation and focuses on skills that are not as easy to outsource. Organizations need to have people in-house (such as frontline and help-desk employees) who can help the rest of the employees troubleshoot; take care of the network(s) and resolve issues; manage vendors; assess risk; and provide quality assurance of vendors' work. Students learn to implement social responsibility as they study IT to apply IT methodologies and practices.

The Bachelor of Science in Information Technology program focuses on information technologies in the context of a business. In addition to project management and sourcing, students will understand the rules, regulations, and standards of IT governance. And they will learn what to be aware of when helping to make decisions, such as quality standards, what's professionally acceptable, and ethics.

Concentrations

- Application Development, Testing, and Quality Assurance
- Database Administration and Data Center Operations
- Networking and Operations
- Security and Forensics
- Self-Designed

Degree Requirements

- 181 total quarter credits (including 45 cr. completed at Walden)
- Required first course (1 cr.)
- [General education](#) courses (45 cr.)
- Core courses (90 cr.)
- Concentration courses (20 cr.)
- Elective courses (20 cr.)
- Capstone course (5 cr.)

Curriculum

Core Curriculum

General Education Courses (45 cr.)

See the [general education](#) section of this *Walden University Catalog*.

Note: At least three general education courses taken must be taken at the 3000 level or higher, including SOCI 4080.

First Course (1 cr.)

ITEC 1000 Developing Student Portfolios for IT (1 cr.) **Required**

Core Courses (90 cr.)

ITEC 1010 IT Infrastructure (5 cr.)
ITEC 1020 Networking Fundamentals (5 cr.)
ITEC 1030 Introduction to Programming (5 cr.)
ITEC 2010 Data Structures (5 cr.)
ITEC 2020 IT Theory Fundamentals (5 cr.)
ITEC 2030 Operating Systems Fundamentals and Administration (5 cr.)
ITEC 2040 Systems Analysis (5 cr.)
ITEC 2050 Systems Design (5 cr.)
ITEC 2060 Database Management Systems (5 cr.)
ITEC 2070 Human-Computer Interaction (5 cr.)
ITEC 2080 Web Programming (5 cr.)
ITEC 3010 Mobile and Emerging Technologies (5 cr.)
ITEC 3020 Computer Security Fundamentals (5 cr.)
ITEC 3030 Business Architecture and Process (5 cr.)
ITEC 3040 Project, Service, and Sourcing Management (5 cr.)
ITEC 4010 Network Administration (5 cr.)
ITEC 4020 Quality Management Standards for IT (5 cr.)
ITEC 4030 Systems Integration (5 cr.)

Elective Courses (20 cr.)

Students are to select four additional courses to fulfill the elective requirement. Students may choose courses from either general education courses, Information Technology concentration courses, or courses from any of Walden's bachelor's degree programs. These 20 credits of electives are in addition to the 5-credit general education elective. This also includes the option to take ITEC 2001 Technology and Society.

Note: RN-BSN courses are not available to students outside the RN-BSN program.

Capstone Course (5 cr.)

ITEC 4901 IT Capstone (5 cr.)

Concentration Curriculum

Students must complete one of the following concentrations. For each concentration, all listed courses are required for the concentration.

Application Development, Testing, and Quality Assurance Concentration (20 cr.)

STAT 3401	Statistical Concepts for Software Quality Assurance (5 cr.)
ITEC 3402	Server-Side and Multi-Tier Programming (5 cr.)
ITEC 4401	Software QA Testing and Test Tools (5 cr.)
ITEC 4402	User Interface Evaluation, Design, and Development (5 cr.)

Database Administration and Data Center Operations Concentration (20 cr.)

ITEC 3201	Advanced Database Programming (5 cr.)
ITEC 4201	Database Administration (5 cr.)
ITEC 3202	Data Centers (5 cr.)
ITEC 4203	Fault-Tolerant Systems (5 cr.)

Networking and Operations Concentration (20 cr.)

ITEC 3301	IT Service Management (5 cr.)
ITEC 4101	Network Security (5 cr.)
ITEC 4302	Network Planning and Maintenance (5 cr.)
ITEC 4203	Fault-Tolerant Systems (5 cr.)

Security and Forensics Concentration (20 cr.)

ITEC 3101	Systems Software Security (5 cr.)
ITEC 4101	Network Security (5 cr.)
ITEC 4102	Application Software Security (5 cr.)
ITEC 4103	Computer Forensics (5 cr.)

Self-Designed Concentration (20 cr.)

The Self-Designed concentration is ideal for those students who want a broad view and solid grounding in preparation for today's information technology environment. Because students can choose the courses that make up the Self-Designed concentration, this concentration is a beneficial option for those students with interests in a variety of areas.

Students in the Self-Designed concentration may take any four courses from the B.S. in Information Technology concentrations listed. Students may also petition to use alternate upper-division courses.

Master's Acceleration Programs

Master of Business Administration (M.B.A.)

Advanced Walden undergraduate students can accelerate the time to complete an M.B.A. degree. Students must select specific courses as electives or to replace courses in their B.S. program, and also meet specific academic requirements. A decision to take alternative undergraduate courses containing master's-level content is based on the student's ability to work successfully at an advanced level.

Requirements

To help ensure student success, the following requirements have been established:

- The student must be in good standing with the university.
- The student must meet the minimum admissions requirements for the master's program they choose to enter.
- The student must earn a B (3.0) or better in each of the courses.

Note: Students are advised to consult the Walden University Student Handbook for more information on requirements.

The following requirements have been established for Walden students who are interested in entering Walden's Master of Business Administration program:

<i>M.B.A. Courses</i>	<i>Comments</i>
MMBA 6500 Success Strategies in the Online Environment (1.5 sem. cr.)	Students who successfully complete an undergraduate degree from Walden with a <i>B</i> or better can have this course waived.
MMBA 6505 Jumpstart Your Future in a Borderless World (1.5 sem. cr.)	Students who successfully complete BUSI 4505 Jumpstart Your Future in a Borderless World (5 cr.) (<i>Prerequisite: BUSI 4510 Leading People</i>) with a <i>B</i> or better can have this course waived. BUSI 4505 then replaces an M.B.A. elective.
MMBA 6510 Leading People (3 sem. cr.)	Students who successfully complete BUSI 4510 with a <i>B</i> or better can have this course waived.
MMBA 6520 Business Operations in the United States and Abroad (3 sem. cr.)	Required
MMBA 6530 Marketing (3 sem. cr.)	Required
MMBA 6540 Innovation and Technology (3 sem. cr.)	Required
MMBA 6550 Accounting for Business Management (3 sem. cr.)	Required
MMBA 6560 Financial Management (3 sem. cr.)	Required
MMBA 6570 Business Strategy for Competitive Advantage (3 sem. cr.)	Required
2-course specialization (8 sem. cr. total)	Required
MMBA 6780 Capstone: Becoming a World-Class Manager (4 sem. cr.)	Required

Students must work with a member of the Academic Advising Team to adjust their Program of Study and register for BUSI 4505 or BUSI 4510 and the prerequisite: BUSI 3000.

Note: Students who were enrolled in the B.S.B.A. completion program, prior to January 2008, may fall under a previous agreement.

Master of Information Systems Management (M.I.S.M.)

Walden University students who are earning their undergraduate degree may elect to register for specific courses in order to prepare themselves to apply and articulate into Walden's Master of Information Systems Management (M.I.S.M.) program. Upon successful completion of the following courses, students may be entitled to have select master's courses waived upon admission to the M.I.S.M. program.

Requirements

To help ensure student success, the following requirements have been established:

- The student must be in good standing with the university.
- The student must meet the minimum admissions requirements for the master's program they choose to enter.
- The student must earn a B (3.0) or better in each of the courses.

Note: *Students are advised to consult the Walden University Student Handbook for more information on requirements.*

Students should refer to the M.I.S.M. program section of this *Walden University Catalog* for more information about the M.I.S.M. and for course prerequisites.

The following requirements have been established for Walden students who are interested in entering Walden's Master of Business Administration program:

<i>M.I.S.M. Courses</i>	<i>Remarks</i>
NSEI 6701 Managing the IT-Enabled Enterprise (3 sem. cr.)	Students who successfully complete ISYS 3001 Information Systems in Enterprise (5 cr.) and CMIS 4601 Information Systems Service Management (5 cr.) with a <i>B</i> or better in both may transfer out of this course
NSEI 6712 Business Architecture and Process (3 sem. cr.)	Students who successfully complete ISYS 4301 Business Process Design (5 cr.) and ISYS 4302 Management of Technology (5 cr.) with a <i>B</i> or better in both may transfer out of this course
NSEI 6111 Software Frameworks (3 sem. cr.)	Required
NSEI 6301 Information System and Service Analysis and Design (3 sem. cr.)	Required
NSEI 6112 System and Service Architecture (3 sem. cr.)	Required
NSEI 6721 Organizational and Social Dimensions of Information Systems (3 sem. cr.)	Required
NSEI 6511 Information Systems Project Management (3 sem. cr.)	Required

<i>M.I.S.M. Courses</i>	<i>Remarks</i>
NSEI 6561 Service and Sourcing Management (3 sem. cr.)	Required
2-course specialization	Required
Capstone	Required

Students will work with a member of the Academic Advising Team to adjust their Program of Study and register for ISYS 3001, ISYS 4301, ISYS 4302, and CMIS 4601.

Master of Business Administration (M.B.A.)

Walden's M.B.A. curriculum connects students to real-world issues and trends, with coursework that emphasizes skills to help them become more effective business communicators, successful collaborators, creative thinkers, and world-class managers prepared to work in the United States or abroad. Students have the opportunity to enhance their ethical decision-making skills with learning experiences designed to help them articulate their leadership styles. They can customize the M.B.A. degree by choosing a specialization or designing their own.

Specializations

- Entrepreneurship
- Finance
- Health Care Management
- Healthcare System Improvement
- Human Resource Management
- International Business
- Leadership
- Marketing
- Project Management
- Risk Management
- Sustainable Futures
- Technology
- Self-Designed

Degree Requirements

- 36–37 total semester credit hours (depending on specialization)*
- Foundation courses (3 sem. cr.)
- Core courses (21 sem. cr.)
- Specialization courses (8 sem. cr.)
- Capstone course (4 sem. cr.)

**Note: Students who have earned a professional certification may be eligible to take an accelerated M.B.A. program. See the specialization curriculum descriptions for more information.*

Curriculum

Core Curriculum

Foundation Courses (3 sem. cr.)

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

Core Courses (21 sem. cr.)

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

Capstone Course (4 sem. cr.)

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

Specialization Curriculum

Note: Courses in specializations must be taken in the sequence specified. Students should refer to course descriptions for more information on prerequisite requirements.

Entrepreneurship Specialization (8 sem. cr.)

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

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

Finance Specialization (8 sem. cr.)

The Finance specialization broadens students' knowledge of corporate finance, enabling them to make more informed and profitable business decisions. Students participate in a comprehensive overview of financial principles and accepted practices in financial markets, thrift institutions, and commercial and investment banking. They analyze legal and ethical issues across a broad spectrum of companies and industries to support their decision-making processes and complete the program with real-world case studies in financial modeling and analysis. **Note:** *Students who have earned a Chartered Financial Analysis (CFA) Level I, II, or III Certificate, or who are CFA Charter Holders, may be eligible to take an accelerated M.B.A. program.*

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

Health Care Management Specialization (9 sem. cr.)

This specialization provides learners with an understanding of the structure and components of health services and the health services delivery system in the United States. Learners examine the application of economic principles to health care managerial decision-making regarding the amount, structure, and distribution of health care resources and services. In this specialization, learners are also introduced to the terminology, theory, concepts, and techniques used in the accounting and finance functions in health care organizations. Learners gain an understanding of the important role of finance in health care organizations, as well as acquiring various techniques to develop, manage, and control health care finances.

- MMBA 6690 U.S. Health Care Delivery System
MMBA 6691 Health Economics
MMBA 6692 Financial Management

Healthcare System Improvement Specialization (9 sem. cr.)

Health care organizations are increasingly concerned about providing high quality and safe services. This specialization introduces the learner to the basis for quality and patient safety, and provides an overview of health care quality, methods of assessing quality, and techniques for improving quality. The importance of information systems and information technology in improving decision-making in health care organizations is also emphasized. The learner will be exposed to the need for and uses of information technology in health care organizations and how integrated, computer-based information systems can lead to decisions that improve and better coordinate care; allow for better management of medical records and orders; increase the timeliness of care; improve cost controls; enhance supply inventory and management; and improve vendor contracting and management.

- MMBA 6690 U.S. Health Care Delivery System
MMBA 6693 Quality Assessment and Improvement
MMBA 6694 Health Informatics and Technology

Human Resource Management Specialization (8 sem. cr.)

The Human Resource Management specialization encourages students to adopt a strategic view of human resource management policies and programs and to evaluate their alignment with organizational strategic

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

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

International Business Specialization (8 sem. cr.)

In today's global economy, managers are often expected to have a thorough understanding of the international business environment. In the International Business specialization, students will study how global organizations operate and how they adapt to diverse business climates. They will develop the tools to address the major issues encountered by organizations whose interests and responsibilities cross national and cultural boundaries. And they will explore the critical challenges that global managers face, including the political, financial, competitive, regulatory, operational, and social dimensions of international business.

- MMBA 6673 Applications in International Business (4 sem. cr.)
- MMBA 6674 Case Studies in International Business (4 sem. cr.)

Leadership Specialization (8 sem. cr.)

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

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

Marketing Specialization (8 sem. cr.)

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

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

Project Management Specialization (8 sem. cr.)

Organizations commonly address business opportunities and challenges as projects. The specialization in Project Management helps students develop the knowledge and strategies required to successfully manage projects of various scopes and sizes. Students learn how to avoid typical pitfalls of missed deadlines and

mismanaged resources and explore current theories and research, putting their newfound project management skills to work in real-world exercises.

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

MMBA 6651 Advanced Project Management (4 sem. cr.)

Risk Management Specialization (8 sem. cr.)

The Risk Management specialization is designed to provide students with additional expertise in assessing an organization's exposure to product, professional, and environmental liabilities. The areas of risk management and insurance are addressed through a two-course sequence: an applications course and a field study course. The field study pairs students with a School of Management faculty member to develop and work on a project in the area of risk management and insurance. **Note:** *Students who have earned a Chartered Property Casualty Underwriter (CPCU) designation may be eligible to take an accelerated self-designed M.B.A. program.*

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

MMBA 6672 Field Study (4 sem. cr.)

Sustainable Futures Specialization (8 sem. cr.)

To remain competitive, successful organizations must demonstrate both social and environmental responsibility. In a specialization in Sustainable Futures, students will develop the skills to manage large-scale change that adds value, contributes to a sustainable future, and responds to the needs of both organizations and society. They will explore ways to understand and improve relationships among individuals, organizations, and communities. Students will also incorporate global awareness into planning, operations, and decision-making at all levels of an organization. And they will develop innovative social responsibility practices as they help organizations respond in sustainable ways to their communities and the world.

MMBA 6680 Individual and Organizational Commitment to Social Responsibility (4 sem. cr.)

MMBA 6681 Social/Environmental Entrepreneurship and Sustainable Development (4 sem. cr.)

Technology Specialization (8 sem. cr.)

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

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

MMBA 6631 Advanced Technology (4 sem. cr.)

Self-Designed Specialization (8 sem. cr.)

The Self-Designed specialization allows students to customize their studies by choosing from applications courses and study abroad and field study experiences. **Note:** *Additional costs apply to study abroad, and prior academic approval is required for field study.*

Choose two:

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

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

MMBA 6620	Applications in Marketing (4 sem. cr.)
MMBA 6630	Applications in Technology (4 sem. cr.)
MMBA 6640	Applications in Entrepreneurship (4 sem. cr.)
MMBA 6650	Applications in Project Management (4 sem. cr.)
MMBA 6660	Applications in Leadership (4 sem. cr.)
MMBA 6671	Global Perspectives With Study Abroad Seminar (4 sem. cr.)
MMBA 6672	Field Study (4 sem. cr.)
MMBA 6673	Applications in International Business (4 sem. cr.)
MMBA 6680	Individual and Organizational Commitment to Social Responsibility (4 sem. cr.)

Course Sequence

<i>Semester</i>	<i>Course</i>
1	MMBA 6500 Success Strategies in the Online Environment* MMBA 6505 Jump-Start Your Future in the Borderless World* MMBA 6510 Leading People
2	MMBA 6520 Business Operations in the United States and Abroad MMBA 6530 Marketing
3	MMBA 6540 Innovation and Technology MMBA 6550 Accounting for Business Management
4	MMBA 6560 Financial Management MMBA 6570 Business Strategy for Competitive Advantage
5	Specialization course 1 Specialization course 2
6	MMBA 6780 Capstone: Becoming a World-Class Manager

**Note: MMBA 6500 and MMBA 6505 must be taken concurrently.*

Master of Information Systems Management (M.I.S.M.)

The Master of Information Systems Management (M.I.S.M.) program prepares students for leadership in the creation and management of information systems, processes, and services that meet organizational needs. The curriculum integrates technical and business knowledge and skills, preparing students to work across organizational and disciplinary boundaries. The curriculum also provides students with the perspectives and skills they need to manage the development and delivery of information solutions that integrate contributions across a complex distributed supply chain. Students' knowledge and skills are developed through hands-on practice in a collaborative, project-oriented environment in a context of legal, ethical, professional, and social responsibility.

Specializations

- Business Information Management
- Enterprise Information Security
- IT Strategy and Governance
- Managing Global Software and Service Supply Chains

Degree Requirements

- 33 total semester credit hours
- Core courses (24 sem. cr.)
- Specialization courses (6 sem. cr.)
- Capstone course (3 sem. cr.)

Curriculum

Core Curriculum

Core Courses (24 sem. cr.)

NSEI 6111	Software Frameworks (3 sem. cr.)*
NSEI 6112	System and Service Architecture (3 sem. cr.)
NSEI 6301	Information System and Service Analysis and Design (3 sem. cr.)
NSEI 6511	Information Systems Project Management (3 sem. cr.)
NSEI 6561	Service and Sourcing Management (3 sem. cr.)
NSEI 6701	Managing the IT-Enabled Enterprise (3 sem. cr.)
NSEI 6712	Business Architecture and Process (3 sem. cr.)
NSEI 6721	Organizational and Social Dimensions of Information Systems (3 sem. cr.)

**Note: Students who do not have experience with an object-oriented programming language must take NSEI 3381 Object-Oriented Programming for ISM before taking NSEI 6111 Software Frameworks. Based on proficiency assessment, students may be required to take the following prerequisite: NSEI 3380 Introduction to Client-Side Web Programming.*

Specialization Curriculum

Specialization courses must be taken in the order they are listed.

Business Information Management Specialization (9 sem. cr.)

Students in the Business Information Management specialization learn key approaches to integrating enterprise-wide information to support business strategy and decision-making. They examine and apply techniques for inference and discovery in large data sets, as well as for data acquisition, storage, data mining, text mining, and data retrieval and analysis.

- NSEI 6631 Data Warehousing and Business Intelligence (3 sem. cr.)
- NSEI 6661 Business Analytics and Data Mining (3 sem. cr.)
- NSEI 6982 ISM Capstone: Business Information Management (3 sem. cr.)

Enterprise Information Security Specialization (9 sem. cr.)

Students in the Enterprise Information Security specialization develop a thorough understanding of information security issues and the importance of keeping systems safe from tampering and disclosure. Students identify management structures and processes for ensuring enterprise information security and the legal, regulatory, audit, and policy issues surrounding security.

- NSEI 6841 Information Security Challenges and Solutions (3 sem. cr.)
- NSEI 6781 Information Security Governance (3 sem. cr.)
- NSEI 6984 ISM Capstone: Enterprise Information Security (3 sem. cr.)

IT Strategy and Governance Specialization (9 sem. cr.)

Students in the IT Strategy and Governance specialization develop and implement business strategies that give their organization a competitive advantage. They learn to understand the current competitive environment and forecast future changes that could affect their organization. Students align information systems with corporate strategy to boost their organization's effectiveness.

- NSEI 6713 Business Strategy for Competitive Advantage (3 sem. cr.)
- NSEI 6771 IT Governance (3 sem. cr.)
- NSEI 6981 ISM Capstone: IT Strategy and Governance (3 sem. cr.)

Managing Global Software and Service Supply Chains Specialization (9 sem. cr.)

Students in the Managing Global Software and Service Supply Chains specialization organize development projects in the global service marketplace, based on key considerations and best practices in outsourced and offshore development. They analyze the most important issues and practices for both clients and service providers, including legal, economic, cultural, and intellectual property issues; IT and business process outsourcing; global human resources; service supply chain management; and governance and client relationship management.

- NSEI 6521 Global Information Systems Development (3 sem. cr.)
- NSEI 6562 Global Services Management (3 sem. cr.)
- NSEI 6985 ISM Capstone: Managing Global Software and Service Supply Chains (3 sem. cr.)

Course Sequence

<i>Semester</i>	<i>Course</i>
1	NSEI 6701 Managing the IT-Enabled Enterprise NSEI 6712 Business Architecture and Process
2	NSEI 6111 Software Frameworks NSEI 6301 Information System and Service Analysis and Design
3	NSEI 6112 System and Service Architecture NSEI 6721 Organizational and Social Dimensions of Information Systems
4	NSEI 6511 Information Systems Project Management NSEI 6561 Service and Sourcing Management
5	Specialization course 1 Specialization course 2
6	Capstone course

M.S. in Leadership

The M.S. in Leadership program is designed to build the necessary knowledge base and skills for leaders to excel in meeting the ever-evolving challenges of a complex world. The degree program will help prepare leaders to seek and find innovative answers to novel problems and challenges. Moreover, this program will help prepare students to create positive change at individual, organizational, local, regional, and international levels of engagement, where traditional approaches no longer suffice.

Specializations

- Entrepreneurship
- General Management
- Human Resources Leadership
- Innovation and Technology
- Leader Development
- Project Management
- Sustainable Futures
- Self-Designed

Degree Requirements

- 35 total semester credit hours*
- Core courses (21 sem. cr.)

- Specialization courses (11 sem. cr.)
- Capstone course (3 sem. cr.)

**Note: Students who have earned a Professional in Human Resources (PHR), Senior Professional in Human Resources (SPHR), Global Professional in Human Resources (GPHR), or Project Management Institute designation or certification may be eligible to accelerate their M.S. Leadership program.*

Curriculum

Core Curriculum

Core Courses (21 sem. cr.)

MMSL 6100	The Character of Leadership (3 sem. cr.)
MMSL 6110	Building Organizational Culture: Leaders as Architects (3 sem. cr.)
MMSL 6120	Leading Vibrant and Diverse Teams (3 sem. cr.)
MMSL 6130	Leadership in a Global Landscape (3 sem. cr.)
MMSL 6140	Framing and Analyzing Problems: Research Strategies for Leaders (3 sem. cr.)
MMSL 6150	Developing and Communicating Solutions: Tools and Strategies for Leaders (3 sem. cr.)
MMSL 6160	Taking the Long View: Systems Thinking and Tools for Sustainability (3 sem. cr.)

Capstone Course (3 sem. cr.)

MMSL 6900	Capstone in Leadership: The Social Impact Vision and Project (3 sem. cr.)
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Specialization Curriculum

Note: Courses in specializations must be taken in the sequence specified. Students should refer to course descriptions for more information on prerequisite requirements.

Entrepreneurship Specialization (11 sem. cr.)

In this specialization, students learn to adopt a strategic view of human resource management programs in evaluating their alignment with organizational strategic goals for two real-world problems. Students explore such concepts as issues involved with mergers and acquisitions, global management of human resources, and high performance systems required to achieve competitive advantage.

MMSL 6530	Toward Sustainable Futures: Leadership in Complex, Crisis-Driven Environments (3 sem. cr.)
MMSL 6640	Applications in Entrepreneurship (4 sem. cr.)
MMSL 6641	Advanced Entrepreneurship (4 sem. cr.)

General Management Specialization (11 sem. cr.)

Through a General Management specialization, students will study the integration of business strategy and human resources for competitiveness, and will be better prepared to understand the general management perspective needed for effective change and long-term organizational success.

- MMSL 6570 Leading Strategic Initiatives for Growth and New Value (3 sem. cr.)
- MMSL 6600 Applications in Human Resource Management (4 sem. cr.)
- MMSL 6661 Leadership in Action: Change Management and Conflict Resolution (4 sem. cr.)

Human Resources Leadership Specialization (11 sem. cr.)

Through a specialization in Human Resources Leadership, students learn to develop a deeper awareness of leadership styles and how they affect individuals and teams. They study the tools needed to lead a high-functioning team and to counsel senior management on key personnel issues.

- MMSL 6570 Leading Strategic Initiatives for Growth and New Value (3 sem. cr.)
- MMSL 6600 Applications in Human Resource Management (4 sem. cr.)
- MMSL 6601 Advanced Human Resource Management (4 sem. cr.)

Innovation and Technology Specialization (11 sem. cr.)

Through a specialization in Innovation and Technology, students study the link between business strategy and innovation. They learn how to benchmark best practices employed by technology-based organizations, identify emerging technologies, and foster an environment that encourages innovation to enhance their competitive advantage.

- MMSL 6540 Innovation and Technology (3 sem. cr.)
- MMSL 6630 Applications in Technology (4 sem. cr.)
- MMSL 6631 Advanced Technology (4 sem. cr.)

Leader Development Specialization (11 sem. cr.)

Through a specialization in Leader Development, students learn to enhance their skills in communication and engagement in complex and changing decision environments, and to develop capabilities to mentor, coach, and communicate more effectively with others.

- MMSL 6530 Toward Sustainable Futures: Leadership in Complex, Crisis-Driven Environments (3 sem. cr.)
- MMSL 6660 Personal Leadership: Mentoring and Coaching (4 sem. cr.)
- MMSL 6661 Leadership in Action: Change Management and Conflict Resolution (4 sem. cr.)

Project Management Specialization (11 sem. cr.)

Through a specialization in Project Management, students learn to develop the strategies required to manage projects of various scopes and sizes. They learn how to avoid typical project pitfalls while putting their newfound project management skills to work in real-world exercises.

- MMSL 6540 Innovation and Technology (3 sem. cr.)
- MMSL 6650 Applications in Project Management (4 sem. cr.)
- MMSL 6651 Advanced Project Management (4 sem. cr.)

Sustainable Futures Specialization (11 sem. cr.)

To remain competitive, successful organizations must demonstrate social and environmental responsibility. In a specialization in Sustainable Futures, students will develop the skills to manage large-scale change that adds value, contributes to a sustainable future, and responds to the needs of both organizations and society. They will explore ways to understand and improve relationships among individuals, organizations, and communities. Students will also incorporate global awareness into planning, operations, and decision-making at all levels of an organization. And they will develop innovative social responsibility practices as they help organizations respond in sustainable ways to their communities and the world.

- MMSL 6530 Toward Sustainable Futures: Leadership in Complex, Crisis-Driven Environments (3 sem. cr.)
- MMSL 6680 Individual and Organizational Commitment to Social Responsibility (4 sem. cr.)
- MMSL 6681 Social/Environmental Entrepreneurship and Sustainable Development (4 sem. cr.)

Self-Designed Specialization (11 sem. cr.)

In the Self-Designed specialization, students can connect to a number of unique Walden Leadership Program experiences by combining specialization “applications” courses, study abroad, or field study. Students will choose two of these three options (taking a study abroad or field study only once) to create a program tailored to their interests. The specialization will total 11 credits, combining one (1) 3-credit and two (2) 4-credit specialization courses from the M.S. in Leadership program. Additional costs apply to study abroad, and prior academic approval is required for field study. Students should contact their Walden enrollment advisor for details.

Select one 3-credit course:

- MMSL 6530 Toward Sustainable Futures: Leadership in Complex, Crisis-Driven Environments (3 sem. cr.)
- MMSL 6540 Innovation and Technology (3 sem. cr.)
- MMSL 6570 Leading Strategic Initiatives for Growth and New Value (3 sem. cr.)

Select two 4-credit courses:

- MMSL 6600 Applications in Human Resource Management (4 sem. cr.)
- MMSL 6630 Applications in Technology (4 sem. cr.)
- MMSL 6640 Applications in Entrepreneurship (4 sem. cr.)
- MMSL 6650 Applications in Project Management (4 sem. cr.)
- MMSL 6660 Personal Leadership: Mentoring and Coaching (4 sem. cr.)
- MMSL 6680 Individual and Organizational Commitment to Social Responsibility (4 sem. cr.)
- MMSL 6671 Global Perspectives with Study Abroad Seminar (4 sem. cr.)
- MMSL 6672 Field Studies (4 sem. cr.)

Course Sequence

<i>Semester</i>	<i>Course</i>
1	MMSL 6100 The Character of Leadership MMSL 6110 Building Organizational Culture: Leaders as Architects
2	MMSL 6120 Leading Vibrant and Diverse Teams MMSL 6130 Leadership in a Global Landscape
3	MMSL 6140 Framing and Analyzing Problems: Research Strategies for Leaders MMSL 6150 Developing and Communicating Solutions: Tools and Strategies for Leaders
4	MMSL 6160 Taking the Long View: Systems Thinking and Tools for Sustainability Specialization course 1
5	Specialization course 2 Specialization course 3
6	MMSL 6900 Capstone in Leadership: The Social Impact Vision and Project

Doctor of Business Administration (D.B.A.)

The Doctor of Business Administration (D.B.A.) is a practitioner-scholar doctoral degree in business administration and management. It is targeted to business executives who have a master's degree in a discipline or field related to the program/specialization for which application is made and who have practical business management experience. The program helps students enhance their career profile with real-time knowledge—in preparation for expanded roles with their current employer or with another organization, or for roles as consultants or university-level teachers.

Specializations

- Entrepreneurship
- Finance
- Global Supply Chain Management
- Information Systems Management
- International Business
- Leadership
- Marketing
- Social Impact Management
- Technology Entrepreneurship
- Self-Designed

Degree Requirements

- 60 total semester credit hours*
- Foundation course (3 sem. cr.)
- Core courses (24 sem. cr.)
- Specialization courses (9 sem. cr.)
- Doctoral studies sequence (24 sem. cr.)
- 8 days of academic residency (two 4-day residencies)

**Note: Students who have earned a Chartered Property Casualty Underwriter (CPCU), Professional in Human Resources (PHR), Senior Professional in Human Resources (SPHR), Global Professional in Human Resources (GPHR), Chartered Financial Analyst, or Project Management Institute designation or certification may be eligible to accelerate their D.B.A. program. For information, contact the Academic Advising Team.*

Curriculum

Core Curriculum

Foundation Course (3 sem. cr.)

DDBA 8005 Foundations for Doctoral Business Administration Studies (3 sem. cr.)

Core, Business Strategy, and Research Courses (24 sem. cr.)

DDBA 8110 Business Operations: Systems Perspectives in Global Organizations (3 sem. cr.)

DDBA 8120 Information Systems: Global Management Strategies and Technologies (3 sem. cr.)

DDBA 8130 Marketing: Strategic Innovation in Globally Diverse Markets (3 sem. cr.)

DDBA 8140 Finance: Fiscal Leadership in a Global Environment—Creating Competitive Responses and Building Corporate Opportunities (3 sem. cr.)

DDBA 8150 Leadership: Building Sustainable Organizations (3 sem. cr.)

DDBA 8160 Business Strategy and Innovation (3 sem. cr.)

DDBA 8427 Applied Research Methods—Qualitative and Quantitative (3 sem. cr.)

DDBA 8437 Quantitative Decision-Making in Professional Practice (3 sem. cr.)

Doctoral Studies Sequence (24 sem. cr.)

DDBA 8990 Writing the Doctoral Study Prospectus (4 sem. cr.)

DDBA 8100 Doctoral Study Mentoring (non-credit)

DDBA 9000 Doctoral Study Completion (20 sem. cr. minimum—4 sem. cr. per term for minimum 5 terms)

Specialization Curriculum

Entrepreneurship Specialization (9 sem. cr.)

Students in the Entrepreneurship specialization explore the entrepreneurial concepts and processes that are found in both established companies with a pioneering spirit and start-ups. They build entrepreneurial skills and knowledge with a learning experience that combines theory with practical strategies drawn from real-world situations, such as identifying market opportunities, managing risk and change, encouraging innovation, and raising capital. In addition, they analyze how an entrepreneurial organization can make a greater contribution in today's society. Coursework focuses on the development of writing and critical-thinking skills at the doctoral level.

- DDBA 8511 Seminar in Innovation Management (3 sem. cr.)
- DDBA 8541 Seminar in Entrepreneurial Finance (3 sem. cr.)
- DDBA 8531 Seminar in B2B Marketing (3 sem. cr.)

Finance Specialization (9 sem. cr.)

Students gain the finance tools that help managers maximize their firm's value, including valuation, capital budgeting and structure, working capital management, multinational concepts, and Capital Asset Pricing Model (CAPM). As they develop their expertise in finance, students explore more advanced theories such as option pricing, derivatives, and hedging. Throughout the program, students will be encouraged to combine practice and theory in order to apply their new knowledge to organizational problems. Coursework focuses on the development of writing and critical-thinking skills at the doctoral level.

- DDBA 8540 Seminar in International Finance (3 sem. cr.)
- DDBA 8541 Seminar in Entrepreneurial Finance (3 sem. cr.)
- DDBA 8523 Seminar in Law and Compliance (3 sem. cr.)

Global Supply Chain Management Specialization (9 sem. cr.)

Whether students work as manufacturers, retailers, or service providers, if they conduct business globally, they need to understand how products and services move from concept to delivery. Students learn the systems required to identify sources of personnel and material, and how to ensure that supply chains conform to the highest global standards. In addition, they will explore new ways of applying technology to help cut costs, increase customer satisfaction, and find new business opportunities. Coursework focuses on the development of writing and critical-thinking skills at the doctoral level.

- DDBA 8510 Seminar in Global Supply Chain Management (3 sem. cr.)
- DDBA 8512 Seminar in IT for Competitive Advantage (3 sem. cr.)
- DDBA 8524 Seminar in Multicultural Management (3 sem. cr.)

Information Systems Management Specialization (9 sem. cr.)

With this specialization, students develop expertise in information systems management with a focus on addressing the management challenges facing technology-based businesses. They gain the knowledge and skills to help align business needs with technological solutions, identify new applications for technology, and leverage technological solutions in order to enhance their organization's competitive position in the marketplace. They examine how technological solutions can be affected in a global environment. Coursework focuses on the development of writing and critical-thinking skills at the doctoral level.

- DDBA 8510 Seminar in Global Supply Chain Management (3 sem. cr.)
- DDBA 8511 Seminar in Innovation Management (3 sem. cr.)
- DDBA 8512 Seminar in IT for Competitive Advantage (3 sem. cr.)

International Business Specialization (9 sem. cr.)

Students learn the skills necessary to manage and lead a spectrum of workers, managers, and teams in a global marketplace. They examine the financial implications of conducting business internationally, including how capital investment is undertaken globally and how financial markets and global trade influence investment opportunities. They gain an overview of the effect the world's financial institutions—such as the World Bank, International Monetary Fund, and World Trade Organization (WTO)—have on trade, new markets, and exchange and interest rates. Coursework focuses on the development of writing and critical-thinking skills at the doctoral level.

- DDBA 8510 Seminar in Global Supply Chain Management (3 sem. cr.)
- DDBA 8540 Seminar in International Finance (3 sem. cr.)
- DDBA 8524 Seminar in Multicultural Management (3 sem. cr.)

Leadership Specialization (9 sem. cr.)

Globalization, advances in technology, and rapid changes in the marketplace all contribute to the need for business professionals to continually develop their leadership skills. Students explore new frameworks and perspectives that will help them lead and manage change effectively. They will investigate a variety of current leadership principles and practices to determine which work best in any given situation. Coursework focuses on the development of writing and critical-thinking skills at the doctoral level.

- DDBA 8521 Seminar in Change Management (3 sem. cr.)
- DDBA 8522 Seminar in Sustainability (3 sem. cr.)
- DDBA 8524 Seminar in Multicultural Management (3 sem. cr.)

Marketing Specialization (9 sem. cr.)

This specialization investigates marketing challenges and opportunities from a real-world context. Students study key marketing concepts, including market segmentation, marketing channels, competitive intelligence, integrated marketing, product development and commercialization, and consumer behavior. They learn the skills and knowledge needed to succeed in an international marketplace, including leveraging strategies in global marketing and international pricing. Coursework focuses on the development of writing and critical-thinking skills at the doctoral level.

- DDBA 8533 Seminar in Marketing Research (3 sem. cr.)
- DDBA 8531 Seminar in B2B Marketing (3 sem. cr.)
- DDBA 8532 Seminar in Consumer Behavior (3 sem. cr.)

Social Impact Management Specialization (9 sem. cr.)

As more companies move from a profit-only outlook to one that focuses on communities and society as a whole, the ability to manage and improve an organization's social impact is in high demand. Students examine key issues in corporate responsibility, such as how to achieve greater transparency while protecting proprietary information, leverage social involvement in branding, improve operational efficiency through environmental initiatives, and strengthen stakeholder relationships. Coursework focuses on the development of writing and critical-thinking skills at the doctoral level.

- DDBA 8521 Seminar in Change Management (3 sem. cr.)
- DDBA 8522 Seminar in Sustainability (3 sem. cr.)
- DDBA 8523 Seminar in Law and Compliance (3 sem. cr.)

Technology Entrepreneurship Specialization (9 sem. cr.)

Students examine what innovation is and what it is not. They learn how to design the concepts, processes, and tools to increase the rate and extent of innovation in their company, thereby enhancing the company's competitive edge. Students discover new ways of applying technology to cut costs, increase customer satisfaction, and create new business opportunities. Coursework focuses on the development of writing and critical-thinking skills at the doctoral level.

- DDBA 8511 Seminar in Innovation Management (3 sem. cr.)
- DDBA 8541 Seminar in Entrepreneurial Finance (3 sem. cr.)
- DDBA 8512 Seminar in IT for Competitive Advantage (3 sem. cr.)

Self-Designed Specialization (9 sem. cr.)

Students create their own specialization based on their individual goals and interests in business administration. They choose seminars from the program's other nine specializations under the guidance of a Walden faculty mentor. Assignments will focus on the practical application of writing and critical-thinking skills and the integration of professional practice at the doctoral level.

Choose any three seminars from the D.B.A. specializations:

- DDBA XXXX Seminar course 1 (3 sem. cr.)
- DDBA XXXX Seminar course 2 (3 sem. cr.)
- DDBA XXXX Seminar course 3 (3 sem. cr.)

Course Sequence

<i>Semester</i>	<i>Course</i>
1	DDBA 8005 Foundations for Doctoral Business Administration Studies DDBA 8110 Business Operations: Systems Perspectives in Global Organizations
2	DDBA 8120 Information Systems: Global Management Strategies and Technologies DDBA 8130 Marketing: Strategic Innovation in Globally Diverse Markets
3	DDBA 8140 Finance: Fiscal Leadership in a Global Environment—Creating Competitive Responses and Building Corporate Opportunities DDBA 8150 Leadership: Building Sustainable Organizations
4	DDBA 8160 Business Strategy and Innovation DDBA 8427 Applied Research Methods—Qualitative and Quantitative
5	DDBA 8990 Writing the Doctoral Study Prospectus DDBA 8437 Quantitative Decision-Making in Professional Practice DDBA 8100 Doctoral Study Mentoring
6	Specialization course 1 DDBA 8100 Doctoral Study Mentoring Specialization course 2 DDBA 8100 Doctoral Study Mentoring
7	Specialization course 3 DDBA 8100 Doctoral Study Mentoring
8–12	DDBA 9000 Doctoral Study Completion

Ph.D. in Applied Management and Decision Sciences

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

Specializations

- General Program
- Accounting
- Engineering Management
- Finance
- Information Systems Management

- Knowledge Management
- Leadership and Organizational Change
- Learning Management
- Operations Research
- Self-Designed

Degree Requirements

KAM-Based Specializations

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

- 132 total quarter credit hours
- Foundation course (6 cr.)
- Professional Development Plan and Program of Study
- 6 Knowledge Area Modules (84 cr.)*
- Satisfactory progress in all SBSF 7100 registrations
- Foundation Research Sequence (12 cr.)
- Proposal, dissertation, and oral presentation (30 cr.)
- 20 days of academic residency (two 4-day and two 6-day residencies)

Hybrid Mixed-Model KAM/Course-Based Specializations

Information Systems Management Specialization

- 132 total quarter credit hours
- Foundation course (6 cr.)
- Professional Development Plan and Program of Study
- Core coursework (42 cr.)
- Any 3 Knowledge Area Modules (42 cr.)*
- Foundation Research Sequence (12 cr.)
- Proposal, dissertation, and oral presentation (30 cr.)
- 20 days of academic residency (two 4-day and two 6-day residencies)

Knowledge Management and Learning Management Specializations

- 132 total quarter credit hours
- Foundation course (6 cr.)
- Professional Development Plan and Program of Study
- Core and specialization coursework (42 cr.)
- Any 3 Knowledge Area Modules (42 cr.)*
- Foundation Research Sequence (12 cr.)
- Proposal, dissertation, and oral presentation (30 cr.)
- 20 days of academic residency (two 4-day and two 6-day residencies)

*** Option for KAM VII**

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

- Three appropriate graduate-level doctoral courses
- An independent paper on a critical topic and two complementary doctoral-level courses
- A traditional KAM, focused on the research design selected by the student

Curriculum

The curriculum for the Ph.D. in Applied Management and Decision Sciences offers an interdisciplinary approach to the study of management. Students may elect the General Program, choose a specialization that fits a personal/career objective, or design an individualized specialization.

General Program

Foundation Course (6 cr.)

AMDS 8008 Foundations for Doctoral Study (6 cr.)

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

Core KAMs I–III (42 cr.)

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

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

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

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

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

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

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

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

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

Foundation Research Sequence (12 cr.)

Courses comprising the core research sequence are conducted online and require weekly readings, participation in discussions, and assignment completion. Course instructors guide discussions and evaluate discussion and application assignments. RSCH 8100Z must be completed during the second term and is linked to Milestone 2 of the academic residencies. RSCH 8200Z and RSCH 8300Z must be completed prior to registering for the dissertation.

RSCH 8100Z Research Theory, Design, and Methods (4 cr.)
RSCH 8200Z Quantitative Reasoning and Analysis (4 cr.)
RSCH 8300Z Qualitative Reasoning and Analysis (4 cr.)

Specialized KAMs V–VII (42 cr.)

Specialized KAM V: Organizational Dynamics and Development (14 cr.)

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

Specialized KAM VI: Decision Sciences (14 cr.)

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

Specialized KAM VII: Research (14 cr.)

Breadth: AMDS 8710 Research Methods (5 cr.)

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

Application: AMDS 8730 Research Design (4 cr.)

Dissertation (30 cr.)

AMDS 9000 Dissertation (30 cr.)

Accounting Specialization

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

Foundation Course as described under the General Program (6 cr.)

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

Foundation Research Sequence as described under the General Program (12 cr.)

Specialized KAMs V–VII (42 cr.)**Specialized KAM V: Financial Accounting Theory (14 cr.)**

Breadth: AMDS 8515 Theory of Financial Accounting (5 cr.)

Depth: AMDS 8525 Current Research in Financial Accounting (5 cr.)

Application: AMDS 8535 Professional Practice: Application of Financial Accounting (4 cr.)

Specialized KAM VI: Auditing and International Accounting Theory (14 cr.)

Breadth: AMDS 8615 Theory of Auditing and International Accounting (5 cr.)

Depth: AMDS 8625 Current Research in Auditing and International Accounting (5 cr.)

Application: AMDS 8635 Professional Practice: Application of Auditing and International Accounting (4 cr.)

Specialized KAM VII: Research (14 cr.)

Breadth: AMDS 8710 Research Methods (5 cr.)

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

Application: AMDS 8730 Research Design (4 cr.)

Dissertation as described under the General Program (30 cr.)

Engineering Management Specialization

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

Foundation Course as described under the General Program (6 cr.)

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

Foundation Research Sequence as described under the General Program (12 cr.)

Specialized KAMs V–VII (42 cr.)

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

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

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 KAM VII: Research (14 cr.)

Breadth: AMDS 8710 Research Methods (5 cr.)

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

Application: AMDS 8730 Research Design (4 cr.)

Dissertation as described under the General Program (30 cr.)

Finance Specialization

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

Foundation Course as described under the General Program (6 cr.)

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

Foundation Research Sequence as described under the General Program (12 cr.)

Specialized KAMs V–VII (42 cr.)

Specialized KAM V: Corporate Financial Theory (14 cr.)

Breadth: AMDS 8513 Theory of Corporate Finance (5 cr.)

Depth: AMDS 8523 Current Research in Corporate Finance (5 cr.)

Application: AMDS 8533 Professional Practice: Application of Corporate Finance (4 cr.)

Specialized KAM VI: Investment and International Finance (14 cr.)

Breadth: AMDS 8613 Theory of Investments and International Finance (5 cr.)

Depth: AMDS 8623 Current Research in Investments and International Finance (5 cr.)

Application: AMDS 8633 Professional Practice: Application of Investments and International Finance (4 cr.)

Specialized KAM VII: Research (14 cr.)

Breadth: AMDS 8710 Research Methods (5 cr.)

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

Application: AMDS 8730 Research Design (4 cr.)

Dissertation as described under the General Program (30 cr.)

Information Systems Management Specialization

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

Foundation Course (6 cr.)

AMDS 8008 Foundations for Doctoral Study (6 cr.)

Core Courses (42 cr.)

AMDS 8110 Management Information Systems (4 cr.)

Technology Management

AMDS 8125 Organizational Performance Improvement (4 cr.)

AMDS 8135 Project Management (4 cr.)

AMDS 8305 Readings in Information Systems (4 cr.)

Information Technology

AMDS 8215 Systems Analysis, Design, and Implementation (4 cr.)

AMDS 8225 Database Concepts (4 cr.)

AMDS 8235 Communications and Networking (4 cr.)

Managing Emerging Technologies

- AMDS 8316 Security Management and Risk Assessment (4 cr.)
AMDS 8325 E-Commerce Strategies (4 cr.)

Advanced Individual Studies

- AMDS 8300 Advanced Individual Studies: New Faculty Training (4 cr.)
or
AMDS 8301 Advanced Individual Studies: Academic Publishing Option (4 cr.)

KAM Preparation Course

- AMDS 8002 Writing a Quality KAM Demonstration (2 cr.)

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

Three Appropriate KAMs (42 cr.)

Dissertation as described under the General Program (30 cr.)

Knowledge Management and Learning Management Specializations

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

Foundation Course as described under the General Program (6 cr.)

Core Courses (12 cr.)

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

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

Specialization Courses (24 cr.)

Students complete all four courses under either Knowledge Management or Learning Management.

Knowledge Management

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

Learning Management

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

Courses From the Other Specialization

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

Three Appropriate KAMs (42 cr.)

Capstone Course (6 cr.)

AMDS 8899 Capstone Seminar (6 cr.)

Dissertation as described under the General Program (30 cr.)

Leadership and Organizational Change Specialization

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

Foundation Course as described under the General Program (6 cr.)

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

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

Specialized KAMs V–VII (42 cr.)

Specialized KAM V: Leadership Development (14 cr.)

Breadth: AMDS 8512 Classical and Emerging Paradigms of Leadership (5 cr.)

Depth: AMDS 8522 Current Research on Leadership Development (5 cr.)

Application: AMDS 8532 Professional Practice Application of a Theory of Leadership Development (4 cr.)

Specialized KAM VI: Organizational Change Models (14 cr.)

Breadth: AMDS 8612 Model of Organizational Change and Development (5 cr.)

Depth: AMDS 8622 Current Research on a Model of Organizational Change (5 cr.)

Application: AMDS 8632 Professional Practice Application of an Organizational Change Model (4 cr.)

Specialized KAM VII: Research (14 cr.)

Breadth: AMDS 8710 Research Methods (5 cr.)

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

Application: AMDS 8730 Research Design (4 cr.)

Dissertation as described under the General Program (30 cr.)

Operations Research Specialization

The Operations Research specialization (sometimes referred to as *Management Science* or by the acronym *OR/MS*) prepares practitioners to examine current paradigms and to develop and analyze models for optimizing organizational, process, and human performance.

Foundation Course as described under the General Program (6 cr.)

Core KAMs I–III (42 cr.)

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

Breadth: SBSF 8111 Theories of Social Change (Operations Research) (5 cr.)

Depth: AMDS 8121 Current Research in Social Change (Operations Research) (5 cr.)

Application: AMDS 8131 Professional Practice and Social Change (Operations Research) (4 cr.)

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

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

Depth: AMDS 8221 Current Research in Human Development—Decision Analysis (Operations Research) (5 cr.)

Application: AMDS 8231 Professional Practice and Human Development—Applied Decision Analysis (Operations Research) (4 cr.)

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

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

Depth: AMDS 8321 Current Research in Organizational and Social Systems—Systems Engineering (Operations Research) (5 cr.)

Application: AMDS 8331 Professional Practice and Organizational and Social Systems—Applications of Systems Engineering and Analysis (Operations Research) (4 cr.)

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

Specialized KAMs V–VII (42 cr.)

Specialized KAM V: Deterministic Operations Research Techniques (14 cr.)

Breadth: AMDS 8511 Theory of Deterministic Methods (5 cr.)

Depth: AMDS 8521 Current Research in Deterministic Methods (5 cr.)

Application: AMDS 8531 Professional Practice: Application of Deterministic Methods (4 cr.)

Specialized KAM VI: Stochastic Operations Research Techniques (14 cr.)

Breadth: AMDS 8611 Theory of Stochastic Methods (5 cr.)

Depth: AMDS 8621 Current Research in Stochastic Methods (5 cr.)

Application: AMDS 8631 Professional Practice: Application of Stochastic Methods (4 cr.)

Specialized KAM VII: Research (14 cr.)

Breadth: AMDS 8710 Research Methods (5 cr.)

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

Application: AMDS 8730 Research Design (4 cr.)

Dissertation as described under the General Program (30 cr.)**Self-Designed Specialization**

Students in the Ph.D. in Applied Management and Decision Sciences program have the option to self-design a specialization. The Self-Designed specialization must fit within the existing KAM curriculum structure of the General Program. The specialization must be developed in consultation with program instructors and approved by the associate dean or the associate dean's designee.

Declaring a Self-Designed Specialization

Students wanting to pursue the Self-Designed program must declare the specialization by the end of their second quarter of enrollment in conjunction with the Professional Development Plan and Program of Study. The Professional Development Plan and Program of Study must clearly reflect how the student intends to integrate the Self-Designed specialization into the Depth and Application sections of all the KAMs, as well as the dissertation. The Breadth component of the specialized KAMs must also support the specialization; however, the Breadth component of the core KAMs is not used to support specializations. Students in the Self-Designed specialization should complete the *Program of Study* form using the General Program course numbers for the Breadth, Depth, and Application components of each KAM. The Depth and Application components should include a subtitle that reflects the focus of the student's own unique specialization. In the specialized KAMs, the titles of the Breadth component must also reflect the unique specialization.

Completing a Self-Designed Specialization

To complete the Self-Designed specialization, students follow the course of study outlined in the Professional Development Plan, demonstrating in all academic work doctoral-level competency in the specialization area. Academic work that does not adequately support the declared specialization will be returned to the student for revision.

College of Social and Behavioral Sciences

School of Counseling and Social Service

M.S. in Mental Health Counseling

The Master of Science in Mental Health Counseling program prepares students to identify and address the need for culturally and contextually relevant counseling and social change for individuals, communities, and society.

Walden's M.S. in Mental Health Counseling program is accredited by the Council for Accreditation of Counseling and Related Educational Programs (CACREP). Through the use of technology, experiential practice, collaboration, M.S. in Mental Health Counseling students will be able to

- Recognize the role of the counseling profession in the value and advancement of individuals, communities, and organizations.
- Employ the professional counseling code of ethics.
- Demonstrate cross-cultural competencies and skills.
- Contribute to the advancement of mental health care for all citizens.
- Analyze their place in the hierarchy of both social power and multiculturalism in relation to their counseling ethics, identity, and delivery of services.

Students will also be able to

- Develop an appropriate skill competence for an identified theoretical model.
- Deliver contextually appropriate counseling and remediation skills and interventions.
- Establish identity through participation in professional state, regional, and national organizations.
- Understand the counselor's role as client-advocate with families, agencies, and institutions.
- Effect positive social change as community leaders.
- Collaborate with counseling instructors and other mental health professionals to present data and findings to the professional counseling community.

Note on licensure:

The M.S. in Mental Health Counseling is designed to prepare graduates to qualify to sit for licensing exams. Walden University's M.S. in Mental Health Counseling is accredited by the Council for Accreditation of Counseling and Related Educational Programs (CACREP), which is a requirement for licensure in some states. It is your responsibility to evaluate and understand the licensure requirements for the state in which you intend to seek licensure. Walden University makes no representation or

guarantee that the completion of a degree or coursework for graduate credit will permit the learner to obtain state licensure.

Specialization (Optional)

- Forensic Counseling

Degree Requirements

- 95 or 102 total quarter credit hours, depending on the final project option
- Core coursework (81 cr.)
- Final project: capstone (5 cr.) or thesis (12 cr.)
- Field experience: 100-hour practicum (3 cr.); 900-hour internship (6 cr.)
- 12 days of academic residency (two 6-day residencies)

Curriculum

The M.S. in Mental Health Counseling consists of core coursework, a practicum, an internship, two 6-day residencies, and the completion of a capstone or thesis. Core courses must be taken in the order presented. Additional courses may be taken at the end of the Program of Study to provide breadth and depth of learning.

Core Courses (81 cr.)

COUN 6000	Foundations for Graduate Study in Mental Health Counseling (6 cr.)
COUN 6705	Professional Identity and Ethics in Counseling (5 cr.)
COUN 6100	Introduction to Mental Health Counseling (5 cr.)
COUN 6722	Counseling and Psychotherapy Theories (5 cr.)
COUN 6331	Interviewing and Observational Strategies (5 cr.)
COUN 6305	Statistics 1 (5 cr.)
COUN 6723	Multicultural Counseling (5 cr.)
COUN 6315	Tests and Measurement (5 cr.)
COUN 6215	Lifespan Development (5 cr.)
COUN 6720	Diagnosis and Assessment (5 cr.)
COUN 6753	Vocational Psychology and Counseling (5 cr.)
COUN 6726	Couples and Family Counseling (5 cr.)
COUN 6250	Group Process and Dynamics (5 cr.)
COUN 6785	Prevention, Intervention, and Consultation (5 cr.)
COUN 6728	Substance Abuse Counseling (5 cr.)
COUN 6310	Research Design (5 cr.)

Field Experience (9 cr.)

COUN 6671	Counseling Practicum (3 cr.)
COUN 6682	Counseling Internship (6 cr.—3 cr. per term for 2 terms)

Final Project (5 or 12 cr.)

COUN 6800 Capstone (5 cr.)

or

COUN 6390 Thesis (12 cr. minimum—6 cr. per term for minimum 2 terms)

Specialization Curriculum

For the specialization, you first complete the M.S. in Mental Health Counseling degree requirements.

- 10 total quarter credit hours
- Specialization courses (10 cr.)

Forensic Counseling Specialization (10 cr.)

This specialization prepares graduates to apply their skills in and knowledge of counseling to various forensic populations in need of mental health services. Examples of the various forensic settings would be family courts, drug courts, prisons, juvenile courts, group homes, and agencies offering dispute resolution services. This specialization would be most applicable to the student interested in the delivery of traditional mental health services to populations served by the legal system.

COUN 6511 Treatment of Forensic Populations (5 cr.)

Choose one:

COUN 6912 Mental Health Law (5 cr.)

COUN 6512 Juvenile Development, Justice and Delinquency (5 cr.)

COUN 6742 Conflict, Conflict Resolution, and Peace (5 cr.)

Ph.D. in Human Services

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

Specializations

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

Degree Requirements

- 132 total quarter credit hours
- Foundation course (6 cr.)
- Professional Development Plan and Program of Study
- Core KAMs (42 cr.)
- Foundation Research Sequence (12 cr.)
- Specialized KAMs (42 cr.)
- Satisfactory progress in all SBSF 7100 registrations
- Proposal, dissertation, and oral presentation (30 cr.)
- Minimum 10 quarters enrollment
- 20 days of academic residency (two 4-day and two 6-day residencies)

Curriculum

Core Curriculum

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

Foundation Course (6 cr.)

HUMN 8008 Foundations for Doctoral Study (6 cr.)

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

Core KAM Curriculum (42 cr.)

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

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

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

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

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

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

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

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

Depth: SBSF 8220 Current Research in Human Development (5 cr.)

Application: SBSF 8230 Professional Practice and Human Development (4 cr.)

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

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

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

Depth: SBSF 8320 Current Research in Organizational and Social Systems (5 cr.)

Application: SBSF 8330 Professional Practice and Organizational and Social Systems (4 cr.)

Criminal Justice Foundational Core KAMs*

Students who plan to declare a specialization in Criminal Justice but do not possess a master's degree in Criminal Justice or a closely related field must complete the core KAMs below, instead of the regular Human Services core KAMs. These KAMs are designed to provide graduate-level foundational knowledge in the areas of social change, human behavior, and organizational and social systems from a criminal justice perspective.

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

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

Depth: HUMN 8120 Current Research in Social Change: Criminal Justice (5 cr.)

Application: HUMN 8130 Professional Practice and Social Change: Criminal Justice (4 cr.)

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

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

Depth: HUMN 8220 Current Research in Human Development: Criminal Justice (5 cr.)

Application: HUMN 8230 Professional Practice and Human Development: Criminal Justice (4 cr.)

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

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

Depth: HUMN 8320 Current Research in Organizational and Social Systems: Criminal Justice (5 cr.)

Application: HUMN 8330 Professional Practice and Organizational and Social Systems: Criminal Justice (4 cr.)

Foundation Research Sequence (12 cr.)

Courses comprising the core research sequence are conducted online and require weekly readings, participation in discussions, and assignment completion. Course instructors guide discussions and evaluate discussion and application assignments. RSCH 8100U must be completed during the second term and is linked to Milestone 2 of the academic residencies. RSCH 8200U and RSCH 8300U must be completed prior to registering for the dissertation.

RSCH 8100U Research Theory, Design, and Methods (4 cr.)

RSCH 8200U Quantitative Reasoning and Analysis (4 cr.)

RSCH 8300U Qualitative Reasoning and Analysis (4 cr.)

Dissertation (30 cr.)

HUMN 9000 Dissertation (30 cr.)

Specialization Curriculum

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

In order for students to be formally admitted to any specialization other than the General Program, the following steps must be taken:

1. Students must complete KAMs I–III and RSCH 8100U Research Theory, Design, and Methods from the Core Curriculum.
2. 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 [Ph.D. in Human Services Forms](#) page) to their faculty mentor.
3. The faculty mentor then reviews and signs the form before forwarding it to the associate dean or the associate dean's designee.
4. The associate dean or designee reviews the form, ensures that the student is appropriately prepared to undertake specialized study, and notifies the student within 10 working days of the results of this review.

After receiving notification of approval from the associate dean or designee, students may proceed with the specialized KAMs, integrating content appropriate to the specialization into the Breadth, Depth, and Application sections. The dissertation must also reflect the specialization.

General Program (42 cr.)

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

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

Breadth: HUMN 8510 Theories and Models of Human Behavior for Professional Practice (5 cr.)

Depth: HUMN 8520 Contextual Evaluation of Contemporary Theories and Models in Human Services (5 cr.)

Application: HUMN 8530 Integrating Theory and Practice in Human Services (4 cr.)

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

Breadth: HUMN 8610 Advanced Theories of Intervention in Human Services (5 cr.)

Depth: HUMN 8620 Human Services Delivery Systems and Ethical Considerations (5 cr.)

Application: HUMN 8630 Integrating Intervention Strategies and Ethical Practice (4 cr.)

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

Breadth: HUMN 8710 Theories of Case Study Research and Applied Change in Human Services (5 cr.)

Depth: HUMN 8720 Relating Case Studies to Applied Change in Human Services (5 cr.)

Application: HUMN 8730 A Case Study of Applied Change in Human Services (4 cr.)

Clinical Social Work Specialization (42 cr.)

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

The specialization prepares clinical scholars who are well-grounded in the qualitative and quantitative methods of inquiry and highly skilled in a variety of intervention modalities. Graduates are prepared to become leaders in direct practice; enter university-level teaching or clinical research positions; or enter advanced positions in clinical administration, supervision, and consultation.

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

Breadth: HUMN 8517 Theories and Models of Human Behavior for Professional Practice: Clinical Social Work (5 cr.)

Depth: HUMN 8527 Contextual Evaluation of Contemporary Theories and Models in Human Services: Clinical Social Work (5 cr.)

Application: HUMN 8537 Integrating Theory and Practice in Human Services: Clinical Social Work (4 cr.)

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

Breadth: HUMN 8617 Advanced Theories of Intervention in Human Services: Clinical Social Work (5 cr.)

Depth: HUMN 8627 Human Services Delivery Systems and Ethical Considerations: Clinical Social Work (5 cr.)

Application: HUMN 8637 Integrating Intervention Strategies and Ethical Practice: Clinical Social Work (4 cr.)

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

Breadth: HUMN 8717 Theories of Case Study Research and Applied Change in Human Services: Clinical Social Work (5 cr.)

Depth: HUMN 8727 Relating Case Studies to Applied Change in Human Services: Clinical Social Work (5 cr.)

Application: HUMN 8737 A Case Study of Applied Change in Human Services: Clinical Social Work (4 cr.)

Counseling Specialization (42 cr.)

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

Note on licensure: The Ph.D. in Human Services is not designed to prepare students for licensure. It is the student's responsibility to understand the licensure requirements for the state in which he/she works

or intends to work, as requirements vary state-by-state. Walden University makes no representation or guarantee that the completion of a degree or coursework for graduate credit will permit the learner to obtain state licensure.

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

Breadth: HUMN 8515 Theories and Models of Human Behavior for Professional Practice: Counseling (5 cr.)

Depth: HUMN 8525 Contextual Evaluation of Contemporary Theories and Models in Human Services: Counseling (5 cr.)

Application: HUMN 8535 Integrating Theory and Practice in Human Services: Counseling (4 cr.)

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

Breadth: HUMN 8615 Advanced Theories of Intervention in Human Services: Counseling (5 cr.)

Depth: HUMN 8625 Human Services Delivery Systems and Ethical Considerations: Counseling (5 cr.)

Application: HUMN 8635 Integrating Intervention Strategies and Ethical Practice: Counseling (4 cr.)

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

Breadth: HUMN 8715 Theories of Case Study Research and Applied Change in Human Services: Counseling (5 cr.)

Depth: HUMN 8725 Relating Case Studies to Applied Change in Human Services: Counseling (5 cr.)

Application: HUMN 8735 A Case Study of Applied Change in Human Services: Counseling (4 cr.)

Criminal Justice Specialization (42 cr.)

The Criminal Justice specialization prepares and trains professionals to address current issues related to public safety, juvenile delinquency, the courts, and prisons. Students examine criminal behavior and society's response to it and explore solutions for the control and elimination of criminal behavior. Students explore crime as a social phenomenon, studying demographic shifts, economic disparity among racial and ethnic groups, urban decay, and the role of substance abuse in criminal behavior. They also study criminological theory, the nature of crime, the criminal justice system and its administration, the factors that lead people to commit crimes, and planned change in the criminal justice system.

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

Breadth: HUMN 8512 Theories and Models of Human Behavior for Professional Practice: Criminal Justice (5 cr.)

Depth: HUMN 8522 Contextual Evaluation of Contemporary Theories and Models in Human Services: Criminal Justice (5 cr.)

Application: HUMN 8532 Integrating Theory and Practice in Human Services: Criminal Justice (4 cr.)

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

Breadth: HUMN 8612 Advanced Theories of Intervention in Human Services: Criminal Justice (5 cr.)

Depth: HUMN 8622 Human Services Delivery Systems and Ethical Considerations: Criminal Justice (5 cr.)

Application: HUMN 8632 Integrating Intervention Strategies and Ethical Practice: Criminal Justice (4 cr.)

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

Breadth: HUMN 8712 Theories of Case Study Research and Applied Change in Human Services: Criminal Justice (5 cr.)

Depth: HUMN 8722 Relating Case Studies to Applied Change in Human Services: Criminal Justice (5 cr.)

Application: HUMN 8732 A Case Study of Applied Change in Human Services: Criminal Justice (4 cr.)

Family Studies and Intervention Strategies Specialization (42 cr.)

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

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

Breadth: HUMN 8518 Theories and Models of Human Behavior for Professional Practice (5 cr.)

Depth: HUMN 8528 Contextual Evaluation of Contemporary Theories and Models in Human Services: Family Studies and Intervention Strategies (5 cr.)

Application: HUMN 8538 Integrating Theory and Practice in Human Services: Family Studies and Intervention Strategies (4 cr.)

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

Breadth: HUMN 8618 Advanced Theories of Intervention in Human Services (5 cr.)

Depth: HUMN 8628 Human Services Delivery Systems and Ethical Considerations: Family Studies and Intervention Strategies (5 cr.)

Application: HUMN 8638 Integrating Intervention Strategies and Ethical Practice: Family Studies and Intervention Strategies (4 cr.)

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

Breadth: HUMN 8718 Theories of Case Study Research and Applied Change in Human Services (5 cr.)

Depth: HUMN 8728 Relating Case Studies to Applied Change in Human Services: Family Studies and Intervention Strategies (5 cr.)

Application: HUMN 8738 A Case Study of Applied Change in Human Services: Family Studies and Intervention Strategies (4 cr.)

Human Services Administration Specialization (42 cr.)

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

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

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

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

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

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

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

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

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

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

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

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

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

Social Policy Analysis and Planning Specialization (42 cr.)

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

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

Breadth: HUMN 8516 Theories and Models of Human Behavior for Professional Practice: Social Policy Analysis and Planning (5 cr.)

Depth: HUMN 8526 Contextual Evaluation of Contemporary Theories and Models in Human Services: Social Policy Analysis and Planning (5 cr.)

Application: HUMN 8536 Integrating Theory and Practice in Human Services: Social Policy Analysis and Planning (4 cr.)

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

Breadth: HUMN 8616 Advanced Theories of Intervention in Human Services: Social Policy Analysis and Planning (5 cr.)

Depth: HUMN 8626 Human Services Delivery Systems and Ethical Considerations: Social Policy Analysis and Planning (5 cr.)

Application: HUMN 8636 Integrating Intervention Strategies and Ethical Practice: Social Policy Analysis and Planning (4 cr.)

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

Breadth: HUMN 8716 Theories of Case Study Research and Applied Change in Human Services: Social Policy Analysis and Planning (5 cr.)

Depth: HUMN 8726 Relating Case Studies to Applied Change in Human Services: Social Policy Analysis and Planning (5 cr.)

Application: HUMN 8736 A Case Study of Applied Change in Human Services: Social Policy Analysis and Planning (4 cr.)

Self-Designed Specialization (42 cr.)

Students in the Ph.D. in Human Services program have the option to self-design a specialization. The Self-Designed specialization must fit within the existing range of expertise of the School of Counseling and Social Service instructors and the KAM curriculum structure of the General Program. A Self-Designed specialization must be developed in consultation with program instructors and approved by the associate dean or the associate dean's designee.

Declaring and Completing a Self-Designed Specialization

Students electing the Self-Designed specialization option should complete the *Program of Study* form using the General Program course numbers for the Breadth, Depth, and Application components of each KAM. The Depth and Application components should include a subtitle that reflects the focus of the unique specialization. In the specialized or advanced KAMs, the titles of the Breadth component must also reflect the unique specialization.

For students selecting the Self-Designed specialization, the following steps must be taken:

1. Students must first complete core KAMs I–III and RSCH 8100U Research Theory, Design, and Methods from the Core Curriculum.
2. Students then submit a completed *Intent to Declare a Specialization in Human Services and Plan of Study for the Specialized KAMs* form (available on the [Ph.D. in Human Services Forms](#) page) to their faculty mentor.
3. The faculty mentor reviews and signs the forms before forwarding them to the associate dean or the associate dean's designee.
4. The associate dean or designee reviews the forms to ensure that the student is appropriately prepared to undertake the Self-Designed specialization and notifies the student within 10 working days of the results of this review.

After receiving notification of approval from the associate dean or designee, students may proceed with the specialized KAMs, integrating content appropriate to the Self-Designed specialization into the Breadth, Depth, and Application sections.

The dissertation must also reflect the specialization. Academic work that does not adequately support the Self-Designed specialization will be returned to the student for revision. Human Services students pursuing the Self-Designed specialization must attach a copy of the approved *Intent to Declare a Specialization in Human Services* form to all Learning Agreements, KAMs, the proposal, and the dissertation.

School of Psychology

B.S. in Psychology

The Walden University Bachelor of Science in Psychology program provides students with a broad understanding and global perspective of psychology and its relevance in an increasingly diverse and global society. Students will apply psychological theories to current issues in psychology as they gain perspective in social awareness, responsibility, civic engagement, cross-cultural competence, and evidence-based decision-making in an information-rich world.

Students participate in courses that stimulate critical thinking through the use of applied learning methods (such as case study analysis) that facilitate applications of psychological theories and principles to the solution of contemporary personal, interpersonal, and societal problems. The Program of Study provides maximum flexibility as students meet Walden University general education, major, and elective requirements.

B.S. in Psychology students will be able to

- Demonstrate familiarity with the major concepts, theoretical perspectives, empirical findings, and historical trends in psychology.
- Understand and apply basic research methods in psychology, including research design, data analysis, and interpretation.
- Respect and use critical and creative thinking, skeptical inquiry, and, when possible, the scientific approach to solve problems related to behavior and mental processes.
- Understand and apply psychological principles to personal, social, and organizational issues.
- Understand the value of empirical evidence, tolerate ambiguity, act ethically, and reflect other values that are the underpinnings of psychology as a science situated in a global society.
- Apply cultural competencies to effective and sensitive interactions with people from diverse backgrounds and cultural perspectives.

Concentrations

- Child Development: Infant/Toddler
- Child Development: Preschool
- Criminal Justice
- Preparation for Graduate Studies
- Psychology Applied to Everyday Life
- Psychology Applied to the Helping Professions
- Psychology Applied to the Workplace

Degree Requirements

- 181 total quarter credit hours (including 45 cr. completed at Walden)
- [General education](#) courses (45 cr.)
- First course (1 cr.)
- Core courses (30 cr.)
- Concentration courses (25–35 cr.)
- Psychology elective courses (10–20 cr.)
- Elective courses (50–70 cr.)

Curriculum

Core Curriculum

General Education Courses (45 cr.)

See the [general education](#) section of this *Walden University Catalog*.

Note: At least three general education courses taken must be taken at the 3000 level or higher, including SOCI 4080.

First Course (1 cr.)

COMM 1000 Communication Skills for Career Development (1 cr.)

Core Courses (30 cr.)

PSYC 1002	Psychology as a Natural Science (5 cr.)
PSYC 1003	Psychology as a Social Science (5 cr.)
PSYC 2001	Cross-Cultural Psychology (5 cr.)
PSYC 3002	Data Analysis and Presentation (5 cr.)
PSYC 3003	Methods in Psychological Inquiry (5 cr.)
PSYC 4010	Capstone: Professional Issues and Ethics in Psychology (5 cr.)

Psychology Elective Courses (10–20 cr., depending on concentration)

Students in the Child Development: Infant Toddler, Child Development: Preschool, and Criminal Justice concentrations choose all four courses listed below or any four 3000-level or 4000-level courses from the other B.S. in Psychology concentrations (20 cr.).

Students in the remaining concentrations choose two of the four courses listed below or any two 3000-level or 4000-level courses from the other B.S. in Psychology concentrations (10 cr.).

PSYC 3005	Racial and Ethnic Identities (5 cr.)
PSYC 3006	Psychology of Gender (5 cr.)

PSYC 3007	Influence and Persuasion (5 cr.)
PSYC 4006	Global Perspectives in Psychology (5 cr.)

Elective Courses (50 cr.)

Students in the Child Development: Infant Toddler, Child Development: Preschool, and Criminal Justice concentrations take 10 elective courses (50 cr.) from the remaining B.S. in Psychology courses or from any other undergraduate courses, depending on the concentration, with at least 15 of those credits coming from upper-level courses.

Students in the remaining concentrations take 14 elective courses (70 cr.) from the remaining B.S. in Psychology courses or from any other undergraduate courses, depending on the concentration, with at least 15 of those credits coming from upper-level courses.

Concentration Curriculum

Child Development: Infant/Toddler Concentration (35 cr.)

The Child Development: Infant/Toddler concentration examines the development of infants and the importance of quality relationships to their emotional and social well being. Students will learn to assess developmental delays at an early age and identify treatment alternatives. And they will explore healthy living and learning environments that foster infant/toddler growth socially, emotionally, cognitively and physically.

PSYC 2002	Human Development: Childhood and Adolescence (5 cr.)
PSYC 2005	Social Influences on Behavior (5 cr.)
PSYC 2008	Learning (5 cr.)
EDUC 3203	Infant/Toddler Mental Health (5 cr.)
EDUC 3204	Family Cultures of Infants and Toddlers (5 cr.)
EDUC 4205	Developmentally Appropriate Practices in Infant Settings (5 cr.)
EDUC 4206	Developmentally Appropriate Practices in Toddler Settings (5 cr.)

Child Development: Preschool Concentration (35 cr.)

The Child Development: Preschool concentration explores the cognitive, language, social, emotional and physical development of the preschool child. Students will observe and assess the learning needs of preschool children. They will learn to foster and enhance child development and identify best practices for playing and learning. And they will acquire the skills to work collaboratively with families.

PSYC 2002	Human Development: Childhood and Adolescence (5 cr.)
PSYC 2005	Social Influences on Behavior (5 cr.)
PSYC 2008	Learning (5 cr.)
EDUC 3003	Observation and Assessment of the Young Child (5 cr.)
EDUC 3103	Guiding Young Children's Behavior (5 cr.)
EDUC 4004	Children with Special Needs (5 cr.)
EDUC 4102	Play and Learning for the Preschool Child (5 cr.)

Criminal Justice Concentration (35 cr.)

Through the Criminal Justice concentration, students will explore the criminal mind and theories of criminal behavior from the serial killer to the terrorist. They will learn the cognitive, behavioral and

psychological explanations of criminal behavior. Students will also discover and analyze the types of victimization and how to work with victims of crime.

- PSYC 2002 Human Development: Childhood and Adolescence (5 cr.)
- PSYC 2005 Social Influences on Behavior (5 cr.)
- PSYC 3004 Psychological Disorders (5 cr.)

Choose four of following courses:

- CRJS 2001 Criminology (5 cr.)
- CRJS 3010 Profiling Serial and Mass Murderers (5 cr.)
- CRJS 4102 The Criminal Mind (5 cr.)
- CRJS 4201 Restorative Justice (5 cr.)
- CRJS 4202 Coordinated Community Response: Developing Community Resource Brokers (5 cr.)
- CRJS 4203 Victimology (5 cr.)

Preparation for Graduate Studies (25 cr.)

For students who are considering an advanced degree in psychology in the future, the Preparation for Graduate Studies concentration can help with preparations now. Students will expand their knowledge across all major areas from human development to professional ethics. They will learn to conduct research, analyze data, and present their findings. Students will also increase their understanding of what influences social behavior as they develop the quantitative and qualitative analytical skills needed for graduate study.

- PSYC 2002 Human Development: Childhood and Adolescence (5 cr.)
- PSYC 2003 Human Development: Adulthood (5 cr.)
- PSYC 2005 Social Influences on Behavior (5 cr.)
- PSYC 4002 Brain and Behavior (5 cr.)
- PSYC 4007 Judgment, Choice and Decision-Making (5 cr.)

Psychology Applied to Everyday Life (25 cr.)

In this concentration, students will gain a solid foundation and knowledge of psychological principles and practices that relate to many different occupations. The curriculum helps students build on the ability to relate to all types of people, while increasing understanding of life in a complex world.

For the Psychology Applied to Everyday Life concentration, choose any five courses from B.S. in Psychology concentrations in Psychology Applied to the Helping Professions, Psychology Applied to the Workplace, and Preparation for Graduate Studies.

Psychology Applied to the Helping Professions (25 cr.)

For individuals in the helping professions who want to gain knowledge in psychology or help prepare themselves for an advanced degree, the Psychology Applied to the Helping Professions concentration provides a foundation. Students will learn about psychological development at all stages of life, study the most common psychological disorders and keys to effective diagnoses, and improve their abilities in research, statistics, and data analysis.

- PSYC 2002 Human Development: Childhood and Adolescence (5 cr.)
- PSYC 2003 Human Development: Adulthood (5 cr.)
- PSYC 3004 Psychological Disorders (5 cr.)

Choose two of the following courses:

- PSYC 2007 Adjustment in the 21st Century (5 cr.)
PSYC 2008 Learning (5 cr.)
PSYC 4001 Cultural Perspectives in Health Psychology (5 cr.)
PSYC 4002 Brain and Behavior (5 cr.)

Psychology Applied to the Workplace

For individuals who want to apply knowledge of psychology in a nonprofit, government, or business environment, the Psychology Applied to the Workplace concentration will teach students to handle all types of work situations as they identify various influences on behavior. Students will learn the basic principles of decision-making and factors that affect it. They will also apply principles of conflict management and peace building as solutions for individual and group issues.

- PSYC 2005 Social Influences on Behavior (5 cr.)
PSYC 4007 Judgment, Choice and Decision-Making (5 cr.)
PSYC 4008 Intergroup Conflict and Peace Building (5 cr.)

Choose two of following courses:

- PSYC 2004 Motivation and Emotion (5 cr.)
PSYC 2008 Learning (5 cr.)
PSYC 3009 Psychology of Leadership (5 cr.)
PSYC 4001 Cultural Perspectives in Health Psychology (5 cr.)

Bachelor's Plus Programs

Walden University's advanced undergraduate psychology students are eligible to take select graduate courses as part of their undergraduate degree program completion. Upon admission to the associated graduate program, these courses may then be applied to Walden's M.S. in Forensic Psychology or M.S. in Psychology.

Requirements

To help ensure student success, the following requirements have been established:

- The student must be in good standing with the university.
- The student must maintain an overall GPA of 2.5 or better to be eligible to register for the above courses.
- The student must have completed all general education and core requirements of the Bachelor of Science in Psychology.

Note: Students are advised to consult the Walden University Student Handbook and contact a member of the Academic Advising Team for more information regarding the Bachelor's Plus program.

Curriculum

All graduate courses are taken as electives and must be selected from the list below.

Note: The courses outlined in the Bachelor's Plus program are 12 weeks in length and are only offered in September, December, March, and June.

Choose up to five of the following courses for the M.S. in Forensic Psychology program:

- FPSY 5101 Introduction to Forensic Psychology (5 cr.)
- FPSY 5720 Abnormal Behavior (5 cr.)
- FPSY 5115 Understanding Forensic Psychology Research (5 cr.)
- FPSY 5125 Assessment in Forensic Psychology (5 cr.)
- FPSY 5135 Criminal Behavior (5 cr.)
- FPSY 5145 Ethical Issues and Professional Responsibilities in Forensic Psychology (5 cr.)

Choose up to five of the following courses for the M.S. in Psychology program:

- PSYC 5205 History and Systems of Psychology (5 cr.)
- PSYC 5211 Contemporary Issues in Psychology (5 cr.)
- PSYC 5235 Cognitive Psychology (5 cr.)
- PSYC 5240 Human Motivation (5 cr.)
- PSYC 5245 Social Psychology (5 cr.)
- PSYC 5305 Statistics I (5 cr.)
- PSYC 5310 Research Design (5 cr.)
- PSYC 5315 Tests and Measurements (5 cr.)
- PSYC 5701 Psychology of Culture (5 cr.)

B.S. in Psychology to M.S. in Forensic Psychology Articulation

Walden University students who have successfully completed Bachelor's Plus courses and who are graduating (or have graduated) from the B.S. in Psychology program, are invited to apply to the M.S. in Forensic Psychology program. Upon acceptance to Walden's M.S. in Forensic Psychology program, up to five courses can be applied to degree completion requirements.

<i>M.S. in Forensic Psychology Courses</i>	<i>Comments</i>
PSYC 6001 Foundations for Graduate Study in Psychology (1 cr.)	Required
FPSY 6101 Introduction to Forensic Psychology (5 cr.)	Students who successfully complete FPSY 5101 Introduction to Forensic Psychology (5 cr.) with a <i>B</i> or better can have this course waived.
FPSY 6720 Abnormal Psychology (5 cr.)	Students who successfully complete FPSY 5720 Abnormal Psychology (5 cr.) with a <i>B</i> or better can have this course waived.
FPSY 6115 Understanding Forensic Psychology Research (5 cr.)	Students who successfully complete FPSY 5115 Understanding Forensic Psychology Research (5 cr.) with a <i>B</i> or better can have this course waived.
FPSY 6125 Assessment in Forensic Psychology (5 cr.)	Students who successfully complete FPSY 5125 Assessment in Forensic Psychology (5 cr.) with a <i>B</i> or better can have this course waived.

<i>M.S. in Forensic Psychology Courses</i>	<i>Comments</i>
FPSY 6135 Criminal Behavior (5 cr.)	Students who successfully complete FPSY 5135 Criminal Behavior (5 cr.) with a <i>B</i> or better can have this course waived.
FPSY 6145 Ethical Issues and Professional Responsibilities in Forensic Psychology (5 cr.)	Students who successfully complete FPSY 5145 Ethical Issues and Professional Responsibilities in Forensic Psychology (5 cr.) with a <i>B</i> or better can have this course waived.
FPSY XXXX Specialization Elective (5 cr.)	Required
FPSY XXXX Specialization Elective (5 cr.)	Required
FPSY XXXX Specialization Elective (5 cr.)	Required
FPSY XXXX Specialization Elective (5 cr.)	Required
PSYC 6393 M.S. in Psychology Capstone or FPSY 6915 Field Experience	Required

B.S. in Psychology to M.S. in Psychology Articulation

Walden University students who have successfully completed Bachelor's Plus courses and who are graduating (or have graduated) from the B.S. in Psychology program are invited to apply to the M.S. in Psychology program. Upon acceptance to Walden's M.S. in Psychology program, up to five courses can be applied to degree completion requirements.

<i>M.S. in Psychology Courses</i>	<i>Comments</i>
PSYC 6001 Foundations for Graduate Study in Psychology (1 cr.)	Required
PSYC 6211 Contemporary Issues in Psychology (5 cr.)	Students who successfully complete PSYC 5211 Contemporary Issues in Psychology (5 cr.) with a <i>B</i> or better can have this course waived.
PSYC 6205 History and Systems of Psychology (5 cr.)	Students who successfully complete PSYC 5205 History and Systems of Psychology (5 cr.) with a <i>B</i> or better can have this course waived.
PSYC 6305 Statistics I (5 cr.)	Students who successfully complete PSYC 5305 Statistics (5 cr.) with a <i>B</i> or better can have this course waived.
PSYC 6240 Human Motivation (5 cr.)	Students who successfully complete PSYC 5240 Human Motivation (5 cr.) with a <i>B</i> or better can have this course waived.
PSYC 6310 Research Design (5 cr.)	Students who successfully complete PSYC 5310 Research Design (5 cr.) with a <i>B</i> or better can have this course waived.
PSYC 6235 Cognitive Psychology (5 cr.)	Students who successfully complete PSYC 5235 Cognitive Psychology (5 cr.) with a <i>B</i> or better can have this course waived.
PSYC 6315 Tests and Measurements (5 cr.)	Students who successfully complete PSYC 5315 Tests and Measurements (5 cr.) with a <i>B</i> or better can have this course waived.
PSYC 6245 Social Psychology (5 cr.)	Students who successfully complete PSYC 5245 Social Psychology (5 cr.) with a <i>B</i> or better can have this course waived.
PSYC 6701 Culture and Psychology (5 cr.)	Students who successfully complete PSYC 5701 Culture and Psychology (5 cr.) with a <i>B</i> or better can have this course waived.
PSYC XXXX Elective (5 cr.)	Required
PSYC 6393 Capstone (10 cr.)	Required

Post-Baccalaureate Organizational Psychology and Development Certificate

The Post-Baccalaureate Organizational Psychology and Development Certificate provides students with the basic principles of organizational psychology and development. Students will learn how to

- Align an institution's strategic goals with the recruitment and retention of highly talented individuals
- Apply their knowledge to facilitate organizational change in response to continuing globalization and emerging technologies
- Improve the performance of their organizations by enhancing the work environment for individual employees and work teams

Certificate Requirements

- Certificate courses (20 cr.)

Curriculum

Certificate Courses (20 cr.)

Note: Students take all courses in sequence.

PSYC 6212	Principles of Organizational Psychology and Development (5 cr.)
PSYC 6213	Strategic Talent Management and Development (5 cr.)
PSYC 6214	Consulting for Organizational Change (5 cr.)
PSYC 6216	Dynamics of Contemporary, International, and Virtual Organizations (5 cr.)

Post-Baccalaureate Organizational Psychology and Development Certificate to M.S. in Psychology with a Specialization in Organizational Psychology and Development Articulation

The following requirements have been established for Walden students who have earned the Post-Baccalaureate Organizational Psychology and Development Certificate and who wish to enter into the M.S. in Psychology program with a specialization in Organizational Psychology and Development:

<i>M.S. in Psychology Courses</i>	<i>Comments</i>
PSYC 6001 Foundations for Graduate Study in Psychology (1 cr.)	Required
PSYC 6005 Business Concepts for the Organizational Development Professional (5 cr.)	Required
PSYC 6211 Contemporary Issues in Psychology (5 cr.)	Required

<i>M.S. in Psychology Courses</i>	<i>Comments</i>
PSYC 6212 Principles of Organizational Psychology and Development (5 cr.)	Students who successfully complete this course with a <i>B</i> or better can have this course waived.
PSYC 6305 Statistics I (5 cr.)	Required
PSYC 6213 Strategic Talent Management and Development (5 cr.)	Students who successfully complete this course with a <i>B</i> or better can have this course waived.
PSYC 6310 Research Design (5 cr.)	Required
PSYC 6214 Consulting for Organizational Change (5 cr.)	Students who successfully complete this course with a <i>B</i> or better can have this course waived.
PSYC 6216 Dynamics of Contemporary, International, and Virtual Organizations (5 cr.)	Students who successfully complete this course with a <i>B</i> or better can have this course waived.
PSYC XXXX Elective (5 cr.)	Required
PSYC 6391 and PSYC 6392 Capstone (10 cr.)	Required

M.S. in Forensic Psychology

Walden University's M.S. in Forensic Psychology prepares individuals to work within settings that integrate psychology and the legal system, including jails and prisons, community corrections offices, law enforcement agencies, the military, victims' advocacy programs and systems, and governmental agencies focused on criminal justice and crime.

Forensic psychology is a rapidly growing field. This program emphasizes the integration of psychology into forensic settings. It is especially geared toward professionals interested in career advancement and enhancement, rather than a move into clinical forensic practice with clients.

Thus, instead of leading to licensure or practice within forensic or correctional systems, graduates of this program leverage the benefits of psychology and clinical understanding to positively impact the larger forensic and criminal justice systems and to enhance personal career opportunities through graduate education.

The Walden focus on social justice and community benefit will give graduates the edge in making these systems that touch thousands of lives more functional and able to serve the populations within them.

Note on licensure: *The M.S. in Forensic Psychology is not a licensure program and does not prepare an individual to become a licensed psychology professional.*

Specializations

- Forensic Psychology in the Community
- General Program
- Mental Health Applications
- Program Planning and Evaluation in Forensic Settings
- Psychology and Legal Systems

Degree Requirements

- 56 total quarter credit hours (including 45 cr. completed at Walden)
- Foundation course (1 cr.)
- Core courses (30 cr.)
- Specialization courses (20 cr.)
- Final course: field experience or capstone (5 cr.)

Curriculum

Forensic Psychology in the Community

In this specialization, learn more about prevention, intervention, and consultation programs for criminal offenders in their communities. Understand the foundations of community crime prevention and restorative justice for victims and offenders. Prepare to work with crime prevention programs, early intervention youth programs, victim advocate programs, and other programs to reduce crime and recidivism.

Foundation Course (1 cr.)

PSYC 6001 Foundations of Graduate Study in Psychology (1 cr.)

Core Courses (30 cr.)

FPSY 6101 Introduction to Forensic Psychology (5 cr.)
FPSY 6720 Abnormal Behavior (5 cr.)
FPSY 6115 Understanding Forensic Psychology Research (5 cr.)
FPSY 6125 Assessment in Forensic Psychology (5 cr.)
FPSY 6135 Criminal Behavior (5 cr.)
FPSY 6145 Ethical Issues and Professional Responsibilities in Forensic Psychology (5 cr.)

Specialization Courses (20 cr.)

FPSY 6530 Forensic Applications in Community Settings (5 cr.)
PSYC 6810 Community Psychology (5 cr.)
PSYC 6785 Prevention, Intervention, and Consultation (5 cr.)

Choose one:

PSYC 6740 Disaster Crisis and Trauma (5 cr.)
PSYC 6245 Social Psychology (5 cr.)
PSYC 6700 Psychology and Social Change (5 cr.)
PSYC 6723 Multicultural Counseling (5 cr.)

Final Course (5 cr.)

Choose one:

FPSY 6915 Field experience (5 cr.)
PSYC 6393 Capstone (5 cr.)

General Program

Gain a broad understanding of the forensic psychology field and how its principles are applied in a range of settings from correctional institutions to court systems to community-based programs. In this specialization, select electives that will build your knowledge of how forensic psychology professionals work within the legal system and in community-based programs with an emphasis on preventing and reducing criminal behavior.

Foundation Course (1 cr.)

PSYC 6001 Foundations of Graduate Study in Psychology (1 cr.)

Core Courses (30 cr.)

FPSY 6101 Introduction to Forensic Psychology (5 cr.)
FPSY 6720 Abnormal Behavior (5 cr.)
FPSY 6115 Understanding Forensic Psychology Research (5 cr.)
FPSY 6125 Assessment in Forensic Psychology (5 cr.)
FPSY 6135 Criminal Behavior (5 cr.)
FPSY 6145 Ethical Issues and Professional Responsibilities in Forensic Psychology (5 cr.)

Specialization Courses (20 cr.)

FPSY 6511 Treatment of Forensic Populations (5 cr.)
FPSY 6520 Psychology in the Courts (5 cr.)
FPSY 6521 Police Psychology (5 cr.)

Choose one:

FPSY 6512 Juvenile Development, Justice, and Delinquency (5 cr.)
FPSY 6530 Forensic Applications in Community Settings (5 cr.)

Final Course (5 cr.)

Choose one:

FPSY 6915 Field experience (5 cr.)
PSYC 6393 Capstone (5 cr.)

Mental Health Applications

Many adult and juvenile offenders suffer from mental health issues that must be addressed if they are to return to their communities and lead productive lives. In this specialization, learn to evaluate and use traditional forms of intervention, including individual and group psychotherapy, as well as recent innovations in restorative justice. Gain the skills to work directly with individuals in correctional facilities, community mental health agencies, and through the court system.

Foundation Course (1 cr.)

PSYC 6001 Foundations of Graduate Study in Psychology (1 cr.)

Core Courses (30 cr.)

FPSY 6101 Introduction to Forensic Psychology (5 cr.)
FPSY 6720 Abnormal Behavior (5 cr.)
FPSY 6115 Understanding Forensic Psychology Research (5 cr.)

FPSY 6125	Assessment in Forensic Psychology (5 cr.)
FPSY 6135	Criminal Behavior (5 cr.)
FPSY 6145	Ethical Issues and Professional Responsibilities in Forensic Psychology (5 cr.)

Specialization Courses (20 cr.)

PSYC 6331	Interviewing and Observational Strategies (5 cr.)
FPSY 6511	Treatment of Forensic Populations (5 cr.)
PSYC 6912	Mental Health Law (5 cr.)

Choose one:

FPSY 6512	Juvenile Development, Justice, and Delinquency (5 cr.)
PSYC 6728	Substance Abuse Counseling (5 cr.)
PSYC 6723	Multicultural Counseling (5 cr.)
PSYC 6785	Prevention, Intervention, and Consultation (5 cr.)

Final Course (5 cr.)

Choose one:

FPSY 6915	Field experience (5 cr.)
PSYC 6393	Capstone (5 cr.)

Program Planning and Evaluation in Forensic Settings

In today's evidence-based treatment environment, programs must be constantly reviewed to determine if they are working. In this specialization, learn to conduct and apply forensic mental health research to various legal settings and to formulate research that applies to psychology and public policy. Discover tools to evaluate current programs and assess their effectiveness, and recommend treatment alternatives for forensic populations in community-based programs and correctional institutions.

Foundation Course (1 cr.)

PSYC 6001	Foundations of Graduate Study in Psychology (1 cr.)
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Core Courses (30 cr.)

FPSY 6101	Introduction to Forensic Psychology (5 cr.)
FPSY 6720	Abnormal Behavior (5 cr.)
FPSY 6115	Understanding Forensic Psychology Research (5 cr.)
FPSY 6125	Assessment in Forensic Psychology (5 cr.)
FPSY 6135	Criminal Behavior (5 cr.)
FPSY 6145	Ethical Issues and Professional Responsibilities in Forensic Psychology (5 cr.)

Specialization Courses (20 cr.)

PSYC 6305	Statistics I (5 cr.)
PSYC 6310	Research Design (5 cr.)
PSYC 6311	Qualitative Analysis (5 cr.)
PSYC 6314	Program Evaluation (5 cr.)

Final Course (5 cr.)

Choose one:

- FPSY 6915 Field experience (5 cr.)
- PSYC 6393 Capstone (5 cr.)

Psychology and Legal Systems

In today's complex legal system, forensic psychology professionals constantly provide their expertise on issues that intersect psychology and the law. In this specialization, explore the many ways you can interact with the court system as you gain a basic understanding of expert testimony, jury selection, and eyewitness testimony. Discover how you can work with police departments or other law enforcement agencies assisting in officer selection and training, stress management, critical incident stress debriefing, hostage negotiations, and selection of special operations officers.

Foundation Course (1 cr.)

- PSYC 6001 Foundations of Graduate Study in Psychology (1 cr.)

Core Courses (30 cr.)

- FPSY 6101 Introduction to Forensic Psychology (5 cr.)
- FPSY 6720 Abnormal Behavior (5 cr.)
- FPSY 6115 Understanding Forensic Psychology Research (5 cr.)
- FPSY 6125 Assessment in Forensic Psychology (5 cr.)
- FPSY 6135 Criminal Behavior (5 cr.)
- FPSY 6145 Ethical Issues and Professional Responsibilities in Forensic Psychology (5 cr.)

Specialization Courses (20 cr.)

- PSYC 6912 Mental Health Law (5 cr.)
- FPSY 6520 Psychology in the Courts (5 cr.)
- PSYC 6521 Police Psychology (5 cr.)

Choose one:

- PSYC 6740 Disaster Crisis and Trauma (5 cr.)
- PSYC 6741 Psychology of Terrorism (5 cr.)
- PSYC 6742 Conflict, Conflict Resolution, and Peace (5 cr.)
- PSYC 6723 Multicultural Counseling (5 cr.)

Final Course (5 cr.)

Choose one:

- FPSY 6915 Field experience (5 cr.)
- PSYC 6393 Capstone (5 cr.)

M.S. in Psychology

The M.S. in Psychology provides students with pre-doctoral training—a background in the development and application of psychological theories, basic scientific methods, and principles of psychological science. M.S. in Psychology students will be able to

- Apply psychological knowledge and research to real-world situations, such as in education, organizational, and mental health settings.
- Demonstrate critical thinking through analysis and evaluation of psychological theories and research.
- Conduct basic or applied research.
- Progress to further graduate study at the certificate or doctoral level.*
- Employ multicultural and global perspectives in understanding psychological theory, research, and practice.

**Note: The M.S. in Psychology program does not prepare students for professional licensure.*

Specializations

- Crisis Management and Response
- General Program
- Health Psychology
- Leadership Development and Coaching
- Media Psychology
- Organizational Psychology and Development
- Organizational Psychology and Nonprofit Management
- Program Evaluation and Research
- Psychology of Culture
- Psychology, Public Administration, and Social Change
- Social Psychology
- Terrorism and Security

Degree Requirements

General Program

- 56 or 63 total quarter credit hours, depending on the final project option
- Professional Development Plan with Program of Study (included in PSYC 6001)

- Foundation course (1 cr.)
- Core courses (45 cr.)
- Elective course (5 cr.)
- Final project: capstone (5 cr.) or thesis (12 cr.)

Organizational Psychology and Development Specialization

- 56 total quarter credit hours
- Professional Development Plan with Program of Study (included in PSYC 6001)
- Foundation course (1 cr.)
- Core courses (40 cr.)
- Elective course (5 cr.)
- Capstone courses (10 cr.)

All Other Specializations

- 56 or 63 total quarter credit hours, depending on the final project option
- Professional Development Plan with Program of Study (included in PSYC 6001)
- Foundation course (1 cr.)
- Core courses (50 cr.)
- Final project: capstone (5 cr.) or thesis (12 cr.)

Curriculum

The M.S. in Psychology program consists of a Foundation course; core courses; in some cases, elective courses; and the completion of a thesis or capstone project. Students complete two 12-week courses concurrently each quarter; courses must be taken in the order presented. Additional courses may be taken at the end of the Program of Study to provide breadth and depth of learning.

General Program

The General Program prepares students to apply theories to practice and to conceptualize social science research.

Foundation Course (1 cr.)

PSYC 6001 Foundations for Graduate Study in Psychology (1 cr.)

Core Courses (45 cr.)

PSYC 6205 History and Systems of Psychology (5 cr.)

PSYC 6211 Contemporary Issues in Psychology (5 cr.)

PSYC 6305	Statistics 1 (5 cr.)
PSYC 6240	Human Motivation (5 cr.)
PSYC 6310	Research Design (5 cr.)
PSYC 6235	Cognitive Psychology (5 cr.)
PSYC 6315	Tests and Measurement (5 cr.)
PSYC 6245	Social Psychology (5 cr.)
PSYC 6701	Culture and Psychology (5 cr.)

Elective Course (5 cr.)

Student select any one elective course from the graduate courses in the School of Psychology, provided prerequisites are met.

Final Project (5 or 12 cr.)

PSYC 6393	M.S. in Psychology Capstone (5 cr.)
<i>or</i>	
PSYC 6390	Thesis (12 cr. minimum—6 cr. per term for minimum 2 terms)

Crisis Management and Response Specialization

The specialization in Crisis Management and Response focuses on the knowledge and skills individuals need to work in the fields of security, emergency management, and public safety.

Foundation Course (1 cr.)

PSYC 6001	Foundations for Graduate Study in Psychology (1 cr.)
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Core Courses (50 cr.)

PSYC 6211	Contemporary Issues in Psychology (5 cr.)
PSYC 6205	History and Systems of Psychology (5 cr.)
PSYC 6740	Disaster, Crisis, and Trauma (5 cr.)
PSYC 6701	Culture and Psychology (5 cr.)
PSYC 6305	Statistics 1 (5 cr.)
PSYC 6310	Research Design (5 cr.)
PSYC 6741	Psychology of Terrorism (5 cr.)
PSYC 6331	Interviewing and Observational Strategies (5 cr.)
PSYC 6722	Counseling and Psychotherapy Theories (5 cr.)
PSYC 6742	Conflict, Conflict Resolution, and Peace (5 cr.)

Final Project (5 or 12 cr.)

PSYC 6393	M.S. in Psychology Capstone (5 cr.)
<i>or</i>	
PSYC 6390	Thesis (12 cr. minimum—6 cr. per term for minimum 2 terms)

Health Psychology Specialization

The specialization in Health Psychology examines the biological, psychological, and social factors that influence health, allowing students to gain a broad understanding of the field of psychology with a focus on the knowledge and skills required to work in the fields of illness prevention and health promotion.

Students apply psychology and public health theories and principles as they increase their understanding of the effects of illness and stress.

Foundation Course (1 cr.)

PSYC 6001 Foundations for Graduate Study in Psychology (1 cr.)

Core Courses (50 cr.)

PSYC 6211 Contemporary Issues in Psychology (5 cr.)
PSYC 6205 History and Systems of Psychology (5 cr.)
PSYC 6225 Biopsychology (5 cr.)
PSYC 6305 Statistics 1 (5 cr.)
PSYC 6745 Health Psychology (5 cr.)
PSYC 6310 Research Design (5 cr.)
PSYC 6777 Essentials of Public Health: A Case Study (5 cr.)
PSYC 6748 Stress and Coping (5 cr.)
PSYC 6778 Social, Behavioral, and Cultural Factors in Health (5 cr.)
PSYC 6314 Program Evaluation (5 cr.)

Final Project (5 or 12 cr.)

PSYC 6393 M.S. in Psychology Capstone (5 cr.)
or
PSYC 6390 Thesis (12 cr. minimum—6 cr. per term for minimum 2 terms)

Leadership Development and Coaching Specialization

The specialization in Leadership Development and Coaching helps students learn the psychological principles and theories of leadership development and better understand their own capacity for leadership.

Foundation Course (1 cr.)

PSYC 6001 Foundations for Graduate Study in Psychology (1 cr.)

Core Courses (50 cr.)

PSYC 6211 Contemporary Issues in Psychology (5 cr.)
PSYC 6205 History and Systems of Psychology (5 cr.)
PSYC 6005 Business Concepts for the Organizational Development Professional (5 cr.)
PSYC 6305 Statistics 1 (5 cr.)
PSYC 6750 Leadership Development (5 cr.)
PSYC 6310 Research Design (5 cr.)
PSYC 6331 Interviewing and Observational Strategies (5 cr.)
PSYC 6216 Dynamics of Contemporary, International, and Virtual Organizations (5 cr.)
PSYC 6751 Leadership Coaching: Process and Practice (5 cr.)
PSYC 6752 Leadership Coaching: Application (5 cr.)

Final Project (5 or 12 cr.)

PSYC 6393 M.S. in Psychology Capstone (5 cr.)
or
PSYC 6390 Thesis (12 cr. minimum—6 cr. per term for minimum 2 terms)

Media Psychology Specialization

The specialization in Media Psychology helps students apply psychological theories and principles and understand how marketing and communications impact modern media in a global society.

Foundation Course (1 cr.)

PSYC 6001 Foundations for Graduate Study in Psychology (1 cr.)

Core Courses (50 cr.)

PSYC 6211 Contemporary Issues in Psychology (5 cr.)
PSYC 6205 History and Systems of Psychology (5 cr.)
PSYC 6760 Psychology and the Media (5 cr.)
PSYC 6245 Social Psychology (5 cr.)
PSYC 6305 Statistics 1 (5 cr.)
PSYC 6310 Research Design (5 cr.)
PSYC 6761 Psychological Impact of Film and Television (5 cr.)
PSYC 6701 Culture and Psychology (5 cr.)
PSYC 6762 Psychological Impact of the Internet and Mobile Technologies (5 cr.)
PSYC 6700 Psychology and Social Change (5 cr.)

Final Project (5 or 12 cr.)

PSYC 6393 M.S. in Psychology Capstone (5 cr.)

or

PSYC 6390 Thesis (12 cr. minimum—6 cr. per term for minimum 2 terms)

Organizational Psychology and Development Specialization

The specialization in Organizational Psychology and Development prepares students to gain an understanding of the attitudes and behaviors that influence individual and organizational effectiveness, enhancing the students' work in organizations and corporations, including in human resource and personnel departments.

Foundation Course (1 cr.)

PSYC 6001 Foundations for Graduate Study in Psychology (1 cr.)

Core Courses (40 cr.)

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

Elective Course (5 cr.)

Student select any one elective course from the graduate courses in the School of Psychology, provided prerequisites are met.

Capstone Course (10 cr.)

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

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

Organizational Psychology and Nonprofit Management Specialization

The Organizational Psychology and Nonprofit Management specialization applies the principles of individual and organizational psychology to nonprofit management. Students broaden their understanding of the impact of organizational psychology in nonprofit settings with a focus on the organization of nonprofit boards, finance, and budgeting.

Foundation Course (1 cr.)

PSYC 6001	Foundations for Graduate Study in Psychology (1 cr.)
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Core Courses (50 cr.)

PSYC 6211	Contemporary Issues in Psychology (5 cr.)
PSYC 6305	Statistics 1 (5 cr.)
PSYC 6005	Business Concepts for the Organizational Development Professional (5 cr.)
PSYC 6310	Research Design (5 cr.)
PSYC 6790	Introduction to the Nonprofit Sector (5 cr.)
PSYC 6212	Principles of Organizational Psychology and Development (5 cr.)
PSYC 6791	Organizational Management and Leadership (5 cr.)
PSYC 6792	Finance and Budgeting for the Nonprofit Sector (5 cr.)
PSYC 6793	Board Governance and Volunteer Management (5 cr.)
PSYC 6794	Resource Development (5 cr.)

Final Project (5 or 12 cr.)

PSYC 6393	M.S. in Psychology Capstone (5 cr.)
<i>or</i>	
PSYC 6390	Thesis (12 cr. minimum—6 cr. per term for minimum 2 terms)

Program Evaluation and Research Specialization

The specialization in Program Evaluation and Research helps students gain the knowledge and skills they need to complete evaluations of a vast array of programs, including research projects, community-based projects, and assignments in various work settings.

Foundation Course (1 cr.)

PSYC 6001	Foundations for Graduate Study in Psychology (1 cr.)
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Core Courses (50 cr.)

PSYC 6211	Contemporary Issues in Psychology (5 cr.)
PSYC 6205	History and Systems of Psychology (5 cr.)

PSYC 6305	Statistics 1 (5 cr.)
PSYC 6310	Research Design (5 cr.)
PSYC 6315	Tests and Measurement (5 cr.)
PSYC 6301	Philosophical Foundations in Psychological Research (5 cr.)
PSYC 6304	Statistics 2 (5 cr.)
PSYC 6311	Qualitative Analysis (5 cr.)
PSYC 6314	Program Evaluation (5 cr.)
PSYC 6320	Advanced Methods in Mixed Qualitative-Quantitative Research Designs (5 cr.)

Final Project (5 or 12 cr.)

PSYC 6393	M.S. in Psychology Capstone (5 cr.)
<i>or</i>	
PSYC 6390	Thesis (12 cr. minimum—6 cr. per term for minimum 2 terms)

Psychology of Culture Specialization

Students in the Psychology of Culture specialization gain a broad understanding of the field of psychology with a focus on the impact of culture on human psychology. Human psychology is examined from multicultural, cross-cultural, and global perspectives, preparing students to work with diverse populations.

Foundation Course (1 cr.)

PSYC 6001	Foundations for Graduate Study in Psychology (1 cr.)
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Core Courses (50 cr.)

PSYC 6211	Contemporary Issues in Psychology (5 cr.)
PSYC 6205	History and Systems of Psychology (5 cr.)
PSYC 6245	Social Psychology (5 cr.)
PSYC 6305	Statistics 1 (5 cr.)
PSYC 6701	Culture and Psychology (5 cr.)
PSYC 6310	Research Design (5 cr.)
PSYC 6830	Psychology of Sexuality (5 cr.)
PSYC 6825	Psychology of Gender (5 cr.)
PSYC 6805	Holistic Psychology (5 cr.)
PSYC 6700	Psychology and Social Change (5 cr.)

Final Project (5 or 12 cr.)

PSYC 6393	M.S. in Psychology Capstone (5 cr.)
<i>or</i>	
PSYC 6390	Thesis (12 cr. minimum—6 cr. per term for minimum 2 terms)

Psychology, Public Administration, and Social Change Specialization

In the Psychology, Public Administration, and Social Change specialization, students learn to apply psychological theories and skills to management within public, private, and nonprofit organizations. Drawing from their own community experiences, students integrate strategic planning and management with public policy as they explore examples of organizational change and its impact on social justice.

Foundation Course (1 cr.)

PSYC 6001 Foundations for Graduate Study in Psychology (1 cr.)

Core Courses (50 cr.)

PSYC 6211 Contemporary Issues in Psychology (5 cr.)
PSYC 6205 History and Systems of Psychology (5 cr.)
PSYC 6245 Social Psychology (5 cr.)
PSYC 6305 Statistics 1 (5 cr.)
PSYC 6700 Psychology and Social Change (5 cr.)
PSYC 6310 Research Design (5 cr.)
PSYC 6775 Strategic Context of Public Management and Leadership (5 cr.)
PSYC 6701 Culture and Psychology (5 cr.)
PSYC 6776 Transformative Change in a Shared-Power World (5 cr.)
PSYC 6742 Conflict, Conflict Resolution, and Peace (5 cr.)

Final Project (5 or 12 cr.)

PSYC 6393 M.S. in Psychology Capstone (5 cr.)
or
PSYC 6390 Thesis (12 cr. minimum—6 cr. per term for minimum 2 terms)

Social Psychology Specialization

The Social Psychology specialization integrates knowledge about individual, group, and organizational processes while studying a range of social topics. Students gain a broad understanding of the impact of social factors and situational variables that influence human development and social interaction and behavior.

Foundation Course (1 cr.)

PSYC 6001 Foundations for Graduate Study in Psychology (1 cr.)

Core Courses (50 cr.)

PSYC 6211 Contemporary Issues in Psychology (5 cr.)
PSYC 6205 History and Systems of Psychology (5 cr.)
PSYC 6215 Lifespan Development (5 cr.)
PSYC 6305 Statistics 1 (5 cr.)
PSYC 6245 Social Psychology (5 cr.)
PSYC 6310 Research Design (5 cr.)
PSYC 6235 Cognitive Psychology (5 cr.)
PSYC 6701 Culture and Psychology (5 cr.)
PSYC 6706 Advanced Social Psychology (5 cr.)
PSYC 6700 Psychology and Social Change (5 cr.)

Final Project (5 or 12 cr.)

PSYC 6393 M.S. in Psychology Capstone (5 cr.)
or
PSYC 6390 Thesis (12 cr. minimum—6 cr. per term for minimum 2 terms)

Terrorism and Security Specialization

In the specialization in Terrorism and Security, students apply psychological and public policy principles to understand the impact of terrorism and the countermeasures required to combat terrorist threats.

Students gain an understanding of systemic approaches to the issues of public safety, emergency preparedness, and disaster or trauma management, preparing them for positions in the expanding field of homeland security.

Foundation Course (1 cr.)

PSYC 6001 Foundations for Graduate Study in Psychology (1 cr.)

Core Courses (50 cr.)

PSYC 6211 Contemporary Issues in Psychology (5 cr.)
PSYC 6205 History and Systems of Psychology (5 cr.)
PSYC 6701 Culture and Psychology (5 cr.)
PSYC 6305 Statistics 1 (5 cr.)
PSYC 6741 Psychology of Terrorism (5 cr.)
PSYC 6310 Research Design (5 cr.)
PSYC 6770 Public Policy Implications of Terrorism Legislation and Policies (5 cr.)
PSYC 6740 Disaster, Crisis, and Trauma (5 cr.)
PSYC 6771 Terrorism: A Systemic Approach for Emergency Preparedness (5 cr.)
PSYC 6772 Critical Incident Planning and Leadership (5 cr.)

Final Project (5 or 12 cr.)

PSYC 6393 M.S. in Psychology Capstone (5 cr.)

or

PSYC 6390 Thesis (12 cr. minimum—6 cr. per term for minimum 2 terms)

Master's to Ph.D. Matriculation

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

Post-Master's Psychology Certificate

Teaching Online Certificate (20 cr.)

The Teaching Online post-master's certificate program provides students with hands-on training as they teach an online course. They study principles of instructional design, teaching strategies, best practices for teaching a diverse student body, and the online environment.

PSYC 8760	Educational Psychology (5 cr.)
PSYC 8762	Teaching of Psychology (5 cr.)
PSYC 8763	Principles of Instructional Design (5 cr.)
PSYC 8764	Instructional Design for Online Course Development (5 cr.)

Ph.D. in Psychology

The university's mission includes broad access to high-quality postsecondary education through a distance-learning environment and preparation of its graduates to achieve professional excellence and to effect positive social change. Consistent with this mission, the Ph.D. in Psychology program is designed to prepare scholar-practitioners to meet real-world challenges and facilitate positive change in individuals, groups, organizations, and local, national, and global communities.

Specifically, the program prepares lifelong learners to integrate psychological theory, research, established methods of scientific inquiry, and evidence-based practices that incorporate cultural and individual diversity. The School of Psychology training model encompasses an integrated, developmental, and sequential plan of study that includes Web-based and face-to-face coursework; residencies that provide opportunities for knowledge and skill acquisition, ethical practice, and professional socialization; field training; and demonstration of research competency.

Specializations

- Clinical Psychology
- Counseling Psychology
- General Psychology
 - Educational Psychology Track
 - Research and Evaluation Track
- Health Psychology
- Organizational Psychology
- School Psychology

Degree Requirements

- 121–174 total quarter credit hours, depending on the specialization
- Foundation course (6 cr.)
- Professional Development Plan with Program of Study and, for students in the Clinical Psychology, Counseling Psychology, and School Psychology specializations, a Personal State Licensure Plan (included in PSYC 8000)
- Core courses (35–70 cr., depending on specialization)
- Specialization courses (20–50 cr., depending on specialization)
- Elective courses (5–20 cr., depending on specialization)
- Track courses (10 cr., Organizational Psychology specialization only)
- Proposal, dissertation, and oral presentation (30 cr.)
- Field experience—required for the Clinical Psychology, Counseling Psychology, and School Psychology specializations (18 cr.)
- Residency:
 - Clinical Psychology, Counseling Psychology, and School Psychology specializations: Milestone 1 residency and a 500-hour Academic Year in Residence
 - Other specializations: 20 days of academic residency (two 4-day and two 6-day residencies), including the Milestone 1 residency

Curriculum

The curriculum for each specialization of the Ph.D. in Psychology is composed of core and elective courses, research competency, and the dissertation. Core courses appear, for each specialization, in the order of recommended sequence. Students in the Clinical Psychology, Counseling Psychology, and School Psychology specializations also complete a 750-hour minimum practicum and a 2,000-hour (1-year full-time or 2-year part-time) internship field experience.

Clinical Psychology Specialization (159 cr.)*

The Clinical Psychology specialization prepares individuals to practice as licensed psychologists with a commitment to social change in health care settings, community mental health centers, group practice settings, inpatient psychiatric settings, and private practice. Clinical psychologists promote psychological well-being, engage in prevention and early intervention of psychological difficulties, and provide treatment to clients experiencing severe psychopathology.

Clinical Psychology students will be prepared to

- Work with clients presenting with various levels of problems, including those with severe emotional distress or psychopathology.
- Use the scholar-practitioner model to apply theoretical and empirical models to assessment and interventions.
- Work with culturally diverse populations.

- Provide rural mental health services.
- Collaborate with psychiatry and other health care providers.
- Function as managers and supervisors in mental health care systems.
- Contribute to social change through original research, treatment outcome research, and program evaluation.

The Clinical Psychology specialization consists of a Foundation course, core and specialization courses, one elective course, demonstration of research competency, field experiences (practicum and internship), and dissertation. Additional courses may be taken to provide breadth and depth of learning.

Note: Students must complete the following courses with a grade of B or better: PSYC 8331, PSYC 8341, PSYC 8351, PSYC 8342, PSYC 8343, PSYC 8721, and PSYC 8723.

Note on licensure: The Clinical Psychology specialization in the Psychology Ph.D. program is designed to prepare graduates to qualify to sit for psychology licensing exams. This specialization is designed to meet the academic licensure requirements of many state psychology boards. However, Walden University's specializations in Clinical Psychology and Counseling Psychology are not accredited by the American Psychological Association (APA) and have not received designation by the Association of State and Provincial Psychology Boards/National Register (ASPPB/NR), which are requirements for licensure in some states. Because no graduate program can guarantee licensure upon graduation, we encourage students to consult the appropriate agency to determine specific requirements. For more information about licensure, students should visit the Association of State and Provincial Psychology Boards at <http://www.asppb.net/i4a/pages/index.cfm?pageid=3395> and contact the appropriate licensing body. International students are encouraged to identify and contact their appropriate licensing body.

Foundation Course (6 cr.)

PSYC 8000 Foundations for Graduate Study in Psychology (6 cr.)

Core Courses (65 cr.)

PSYC 8207 History and Systems of Psychology (5 cr.)
 PSYC 8215 Lifespan Development (5 cr.)
 PSYC 8221 Psychology of Personality (5 cr.)
 PSYC 8226 Biopsychology (5 cr.)
 PSYC 8237 Cognitive Psychology (5 cr.)
 PSYC 8247 Social Psychology (5 cr.)
 PSYC 8304 Statistics 1 (5 cr.)
 PSYC 8316 Tests and Measurement (5 cr.)
 PSYC 8331 Interviewing and Observational Strategies (5 cr.)
 PSYC 8341 Psychological Assessment: Cognitive (5 cr.)
 PSYC 8351 Psychological Assessment: Personality (5 cr.)
 PSYC 8311 Research Design (5 cr.)
 PSYC 8305 Statistics 2 (5 cr.)

Specialization Courses (35 cr.)

PSYC 8342 Psychotherapy Interventions 1 (5 cr.)
 PSYC 8343 Psychotherapy Interventions 2 (5 cr.)
 PSYC 8700 Psychology and Social Change (5 cr.)
 PSYC 8705 Ethics and Standards of Professional Practice (5 cr.)
 PSYC 8721 Advanced Psychopathology (5 cr.)

PSYC 8723 Multicultural Counseling (5 cr.)
PSYC 8741 Psychopharmacology (5 cr.)

Elective Course (5 cr.)

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

Dissertation (30 cr.)

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

Field Experience (18 cr.)

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

Counseling Psychology Specialization (159 cr.)*

The Counseling Psychology specialization endorses an integrated scholar-practitioner model of training and can prepare students for a variety of professional roles in direct service, teaching, research, and consultation. The program prepares students to practice as licensed psychologists who work with clients from a strengths-based perspective promoting functional relationships, healthy lifestyles, and positive career choices and roles, and preventing intrapsychic and interpersonal difficulties.

Counseling psychologists facilitate growth and development by building on identified client strengths and by helping clients understand and work within the unique context of their environment. Counseling psychologists work with clients and students of all ages and in various therapeutic settings, including private practice, university classrooms and counseling centers, community agencies, hospitals, EAP programs, personnel services, and human resource departments.

Counseling Psychology students will be able to

- Implement the scholar-practitioner model in the assessment and treatment of clients from diverse populations.
- Collaborate on multidisciplinary teams in a variety of mental health settings.
- Utilize a biopsychosocial perspective in diagnosis and treatment.
- Conceptualize counseling issues and problems based on counseling theory and research.
- Use evidence-based assessment and intervention techniques.
- Contribute to the field of psychology and to Walden University's mission of social change through original research, process and outcome research, and treatment evaluation.

The Counseling Psychology specialization consists of a Foundation course, core and specialization courses, one elective course, demonstration of research competency, field experiences (practicum and internship), and dissertation. Additional courses may be taken to provide breadth and depth of learning.

Note: Students must complete the following courses with a grade of B or better: PSYC 8331, PSYC 8341, PSYC 8351, PSYC 8342, PSYC 8343, PSYC 8720, and PSYC 8723.

Note on licensure: The Counseling Psychology specialization in the Psychology Ph.D. program is designed to prepare graduates to qualify to sit for psychology licensing exams. This specialization is

designed to meet the academic licensure requirements of many state psychology boards. However, Walden University's specializations in Clinical Psychology and Counseling Psychology are not accredited by the American Psychological Association (APA) and have not received designation by the Association of State and Provincial Psychology Boards/National Register (ASPPB/NR), which are requirements for licensure in some states. Because no graduate program can guarantee licensure upon graduation, we encourage students to consult the appropriate agency to determine specific requirements. For more information about licensure, students should visit the Association of State and Provincial Psychology Boards at <http://www.asppb.net/i4a/pages/index.cfm?pageid=3395> and contact the appropriate licensing body. International students are encouraged to identify and contact their appropriate licensing body.

Foundation Course (6 cr.)

PSYC 8000 Foundations for Graduate Study in Psychology (6 cr.)

Core Courses (65 cr.)

PSYC 8207 History and Systems of Psychology (5 cr.)
PSYC 8215 Lifespan Development (5 cr.)
PSYC 8221 Psychology of Personality (5 cr.)
PSYC 8226 Biopsychology (5 cr.)
PSYC 8304 Statistics 1 (5 cr.)
PSYC 8331 Interviewing and Observational Strategies (5 cr.)
PSYC 8341 Psychological Assessment: Cognitive (5 cr.)
PSYC 8351 Psychological Assessment: Personality (5 cr.)
PSYC 8311 Research Design (5 cr.)
PSYC 8316 Tests and Measurement (5 cr.)
PSYC 8237 Cognitive Psychology (5 cr.)
PSYC 8247 Social Psychology (5 cr.)
PSYC 8305 Statistics 2 (5 cr.)

Specialization Courses (35 cr.)

PSYC 8342 Psychotherapy Interventions 1 (5 cr.)
PSYC 8343 Psychotherapy Interventions 2 (5 cr.)
PSYC 8700 Psychology and Social Change (5 cr.)
PSYC 8705 Ethics and Standards of Professional Practice (5 cr.)
PSYC 8720 Diagnosis and Assessment (5 cr.)
PSYC 8723 Multicultural Counseling (5 cr.)
PSYC 8725 Group Therapy (5 cr.)

Elective Course (5 cr.)

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

Dissertation (30 cr.)

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

Field Experience (18 cr.)

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

General Psychology Specialization (121 cr.)

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

Educational Psychology Track

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

Students in the Educational Psychology track will

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

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

Foundation Course (6 cr.)

PSYC 8000 Foundations for Graduate Study in Psychology (6 cr.)

Core Courses (40 cr.)

PSYC 8207 History and Systems of Psychology (5 cr.)
PSYC 8215 Lifespan Development (5 cr.)
PSYC 8226 Biopsychology (5 cr.)
PSYC 8237 Cognitive Psychology (5 cr.)
PSYC 8304 Statistics 1 (5 cr.)
PSYC 8311 Research Design (5 cr.)
PSYC 8316 Tests and Measurement (5 cr.)
PSYC 8305 Statistics 2 (5 cr.)

Specialization Courses (30 cr.)

PSYC 8700 Psychology and Social Change (5 cr.)
PSYC 8705 Ethics and Standards of Professional Practice (5 cr.)
PSYC 8760 Educational Psychology (5 cr.)
PSYC 8762 Teaching of Psychology (5 cr.)
PSYC 8763 Principles of Instructional Design (5 cr.)
PSYC 8764 Instructional Design for Online Course Development (5 cr.)

Elective Courses (15 cr.)

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

Dissertation (30 cr.)

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

Research and Evaluation Track

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

Students in the Research and Evaluation track will

- Acquire a broad knowledge base in psychology and its history, ethics, research methods, and applications.
- Develop the research skills necessary to make culturally and contextually relevant scholarly contributions to the field of psychology.
- Analyze and evaluate the theories and applications underlying multiple data collection techniques used in psychology.
- Use psychological theory and research to inform practice in a variety of public, private, governmental, and nongovernmental settings.
- Use research and evaluation strategies to study the efficacy, integrity, acceptability, transferability, and contextual and cultural relevance of programs and interventions.

Students in this track also will

- Conceptualize, design, analyze, and evaluate a wide variety of research approaches and methodologies.
- Develop, implement, and evaluate programs and strategies.
- Collaborate with professionals in the development and application of research.
- Use research and evaluation strategies to examine social change from the psychological perspective of individuals, groups, organizations, and local and global communities.
- Serve as consultants in research, data analysis, and evaluation in a range of settings (e.g., higher education, government, public sector).

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

Foundation Course (6 cr.)

PSYC 8000 Foundations for Graduate Study in Psychology (6 cr.)

Core Courses (45 cr.)

PSYC 8207 History and Systems of Psychology (5 cr.)
PSYC 8215 Lifespan Development (5 cr.)
PSYC 8226 Biopsychology (5 cr.)
PSYC 8247 Social Psychology (5 cr.)

PSYC 8304	Statistics 1 (5 cr.)
PSYC 8311	Research Design (5 cr.)
PSYC 8316	Tests and Measurement (5 cr.)
PSYC 8300	Philosophical Foundations in Psychological Research (5 cr.)
PSYC 8305	Statistics 2 (5 cr.)

Specialization Courses (20 cr.)

PSYC 8306	Statistics 3 (5 cr.)
PSYC 8310	Qualitative Analysis (5 cr.)
PSYC 8700	Psychology and Social Change (5 cr.)
PSYC 8705	Ethics and Standards of Professional Practice (5 cr.)

Elective Courses (20 cr.)

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

Dissertation (30 cr.)

PSYC 9000	Dissertation (30 cr. minimum—6 cr. per term for minimum 5 terms)
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Health Psychology Specialization (121 cr.)

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

Health Psychology students will be able to

- Articulate and apply theoretical models of psychophysiological wellness, health, and immunocompetence.
- Identify and moderate personal and environmental factors that impact health.
- Understand and apply evidence-based psychological interventions that emphasize the role of stress on health.
- Describe psychotropic medications and their use in the treatment of mental and behavioral disorders.
- Articulate alternatives to pharmacological treatment that are less invasive and less disruptive to the body, and have an evidence base of effectiveness.
- Describe current concepts, theories, and research about neuropsychology, neuroanatomy, neuropathology, and psychoneuroimmunology (pni).

These students will also be able to

- Recommend evidence-based mind/body interventions to help patients establish symptom management or attenuate physical illnesses.
- Articulate the impact of nutrition on psychological dysfunction.
- Use nutritional models to promote psychological wellness and mitigate illness.

- Use behavioral nutrition as an approach to psychological and psychophysiological illness and abnormal behavior.
- Understand current ethical standards and legal responsibilities of health psychologists, including those pertaining to psychological practice and research.
- Interact with medical professionals in practice and research on a peer-relationship level.

The Health Psychology specialization consists of a Foundation course, core and specialization courses, two elective courses, demonstration of research competency, and a dissertation.

Foundation Course (6 cr.)

PSYC 8000 Foundations for Graduate Study in Psychology (6 cr.)

Core Courses (35 cr.)

PSYC 8207 History and Systems of Psychology (5 cr.)
 PSYC 8226 Biopsychology (5 cr.)
 PSYC 8247 Social Psychology (5 cr.)
 PSYC 8304 Statistics 1 (5 cr.)
 PSYC 8311 Research Design (5 cr.)
 PSYC 8316 Tests and Measurement (5 cr.)
 PSYC 8305 Statistics 2 (5 cr.)

Specialization Courses (40 cr.)

PSYC 8700 Psychology and Social Change (5 cr.)
 PSYC 8705 Ethics and Standards of Professional Practice (5 cr.)
 PSYC 8710 Clinical Neuropsychology (5 cr.)
 PSYC 8741 Psychopharmacology (5 cr.)
 PSYC 8745 Health Psychology (5 cr.)
 PSYC 8746 Behavioral Nutrition (5 cr.)
 PSYC 8747 Psychoneuroimmunology (5 cr.)
 PSYC 8748 Stress and Coping (5 cr.)

Elective Courses (10 cr.)

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

Dissertation (30 cr.)

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

Organizational Psychology Specialization (121 cr.)

The Organizational Psychology specialization prepares students to work within industry, government, and university settings as practitioners, consultants, and researchers. Specifically, this specialization focuses on issues related to organizational behavior, leadership, and development; personnel staffing, development, and well-being; and effective, ethical consultation and research practices. Students may select one of three tracks offered in this specialization—Industrial, Organizational, or Consultation.

Organizational Psychology students will

- Acquire a broad knowledge base in psychology and its history, research methods, and applications.
- Acquire the background needed to develop consultative relationships with industry, government, military, and other organizations.
- Develop the skills to conduct organizational research in profit, nonprofit, government, and other settings.
- Develop the requisite knowledge and experience to teach organizational psychology at the university level.
- Acquire an understanding of ethical concerns in the field and the ability to employ ethical and accepted standards of practice.
- Achieve a perspective on the integral nature of cultural diversity in organizations and the ability to effectively incorporate it.

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

Foundation Course (6 cr.)

PSYC 8000 Foundations for Graduate Study in Psychology (6 cr.)

Core Courses (40 cr.)

PSYC 8207 History and Systems of Psychology (5 cr.)
PSYC 8215 Lifespan Development (5 cr.)
PSYC 8237 Cognitive Psychology (5 cr.)
PSYC 8247 Social Psychology (5 cr.)
PSYC 8304 Statistics 1 (5 cr.)
PSYC 8311 Research Design (5 cr.)
PSYC 8316 Tests and Measurement (5 cr.)
PSYC 8305 Statistics 2 (5 cr.)

Specialization Courses (20 cr.)

PSYC 8700 Psychology and Social Change (5 cr.)
PSYC 8705 Ethics and Standards of Professional Practice (5 cr.)
PSYC 8750 Foundations of Industrial/Organizational Psychology (5 cr.)
PSYC 8756 International/Cross-Cultural Issues in Organizations (5 cr.)

Track Courses (10 cr.)

Students complete both courses for one track.

Industrial Track

PSYC 8753 Vocational Psychology and Counseling (5 cr.)
PSYC 8754 Personnel Psychology in the Workplace (5 cr.)

Organizational Track

PSYC 8752 Psychology of Organizational Behavior (5 cr.)
PSYC 8755 Leadership and the Process of Change (5 cr.)

Consultation Track

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

Elective Courses (15 cr.)

Three elective courses selected from the graduate courses in the schools of psychology and management may be added anywhere in the student's program, provided prerequisites are met.

Dissertation (30 cr.)

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

School Psychology Specialization (174 cr.)*

The School Psychology specialization helps students develop the knowledge, attitudes, and skills necessary to provide quality and contextually relevant educational and mental health services to children (birth–21 years) and their families. School psychologists practice in school settings and may be eligible for private practice in some states, teach at the university level, and conduct applied research.

This specialization provides training in psychology with a specific emphasis on educational issues and individuals within an educational context. The program emphasizes preparation in mental health, child development, school organization, learning, behavior, academic performance, and consultation. With skills and knowledge of school systems, effective teaching, and successful learning, students are prepared to use their training and skills to team with educators, parents, and other mental health professionals to ensure that every child learns in a safe, healthy, and supportive environment.

School Psychology students will

- Apply consultation models and methods to collaborate on planning and decision-making processes at the individual, group, and system levels.
- Assess learning processes and develop cognitive and academic goals for students with different abilities, disabilities, strengths, and needs.
- Assess developmental processes and develop appropriate behavioral, affective, adaptive, and social goals for students of varying abilities, disabilities, strengths, and needs.
- Work with individuals of diverse characteristics to implement strategies selected and/or adapted based on individual characteristics, strengths, and needs.
- Consider influences of biological, social, cultural, ethnic, experiential, socioeconomic, gender-related, and linguistic factors in development and learning.

These students also will

- Use various models and methods as part of a systematic data collection, translate assessment results into evidence-based decisions, and evaluate decisions.
- Design, implement, and evaluate evidence-based prevention and intervention programs.

- Collaborate with individuals, families, and groups to facilitate policies and practices that create and maintain safe, supportive, and effective learning and comprehensive mental health environments for children and others.
- Use research, statistics, and evaluation methods to promote social change through original research.

Note on licensure: The School Psychology specialization in the Psychology Ph.D. program is not approved in Minnesota (Walden's home state) or accredited by the American Psychological Association or National Association of School Psychologists, which are requirements for licensure in some states. Because no graduate program can guarantee licensure upon graduation, we encourage students to research their specific state's educational requirements for licensure. Additionally, students should research if they need to obtain a credential in order to complete their internship and make certain that there are no obstacles that would prevent them from completing their program.

The School Psychology specialization consists of a Foundation course, core and specialization courses, demonstration of research competency, field experiences (practicum and internship), and dissertation. Additional courses may be taken to provide breadth and depth of learning. ***Note:*** Students must complete the following courses with a grade of B or better: PSYC 8331, PSYC 8341, PSYC 8351, PSYC 8719, PSYC 8722, and PSYC 8723.

Foundation Course (6 cr.)

PSYC 8000 Foundations for Graduate Study in Psychology (6 cr.)

Core Courses (70 cr.)

PSYC 8207 History and Systems of Psychology (5 cr.)
 PSYC 8215 Lifespan Development (5 cr.)
 PSYC 8221 Psychology of Personality (5 cr.)
 PSYC 8226 Biopsychology (5 cr.)
 PSYC 8237 Cognitive Psychology (5 cr.)
 PSYC 8247 Social Psychology (5 cr.)
 PSYC 8304 Statistics 1 (5 cr.)
 PSYC 8311 Research Design (5 cr.)
 PSYC 8331 Interviewing and Observational Strategies (5 cr.)
 PSYC 8341 Psychological Assessment: Cognitive (5 cr.)
 PSYC 8316 Tests and Measurement (5 cr.)
 PSYC 8901 Advanced Seminar in Psychology: Foundations of Reading and Literacy Development (5 cr.)
 PSYC 8305 Statistics 2 (5 cr.)

Specialization Courses (50 cr.)

PSYC 8503 Behavioral Assessment and Intervention (5 cr.)
 PSYC 8504 Academic Assessment and Intervention (5 cr.)
 PSYC 8700 Psychology and Social Change (5 cr.)
 PSYC 8705 Ethics and Standards of Professional Practice (5 cr.)
 PSYC 8718 Psychology of the Exceptional Individual (5 cr.)
 PSYC 8719 Developmental Psychopathology (5 cr.)
 PSYC 8722 Counseling and Psychotherapy Theories (5 cr.)
 PSYC 8723 Multicultural Counseling (5 cr.)
 PSYC 8780 Seminar in School Psychology (5 cr.)

PSYC 8784	Psychological Consultation (5 cr.)
PSYC 8785	Prevention: Research and Practice (5 cr.)
PSYC 8902	Advanced Seminar in Psychology: Curriculum Theory and Design (5 cr.)

Dissertation (30 cr.)

PSYC 9000	Dissertation (30 cr. minimum—6 cr. per term for minimum 5 terms)
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Field Experience (18 cr.)

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

Demonstration of Research Competency

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

- PSYC 8000 Foundations for Graduate Study in Psychology
- PSYC 8311 Research Design
- PSYC 8304 Statistics 1
- PSYC 8305 Statistics 2
- Dissertation proposal

For the current dissertation processes and guidelines, students should refer to the *Dissertation Guidebook*, located under [Dissertation Process](#) of the [Walden Research Center](#) Web site.

Residency for Students in Clinical, Counseling, and School Psychology

Students in the Ph.D. in Psychology with specializations in Counseling Psychology, Clinical Psychology, and School Psychology acquire a number of critical skills required for professional practice during their program of study. Academic residencies provide opportunities for face-to-face interactions that promote scholarship, socialization into the profession, skill building within a university community, and cohesion between students and instructors. These opportunities are focused during the Academic Year in Residence (AYR), which occurs during a consecutive 12-month period (typically starting between the second and third years of the program). If a student is unable to complete the required residency components in a 12-month period, the student must start the residency experience from the beginning.

Note: Students are advised to consult the School of Psychology Academic Year in Residence section of the Walden University Student Handbook for more information.

Psychological Assessment Coursework

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

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

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

Basic-level courses include the following:

PSYC 8316 Tests and Measurement
PSYC 8341 Psychological Assessment: Cognitive
PSYC 8351 Psychological Assessment: Personality

See the Course Descriptions section of this *Walden University Catalog* for more information on each course and its prerequisites.

Basic-level testing coursework may be waived (a) with equivalent coursework, with a grade of *B* or better, taken within 3 years of admission, or (b) with current supervised professional practice in psychological assessment and prior coursework with a grade of *B* or better in cognitive and personality/social-emotional assessment.

Students who are working as school psychologists or employed in positions that have psychological assessment as a major component and are considering the second waiver option must submit supporting documentation to the coordinator of skill development on an individual basis. Supporting documentation must contain at a minimum the following:

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

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

Post-Doctoral Psychology Certificate

Individuals with doctoral degrees in psychology can pursue two types of post-doctoral certificates at Walden University:

1. **Respecialization:** Students gain theory and knowledge in a specialization other than the one on which they focused in their degree work. Students complete a unique Program of Study that accounts for previous coursework and includes courses required to achieve essential knowledge in the new specialization. They may choose from any of the specializations offered in Walden's Ph.D. in Psychology program.
2. **Specialized learning:** This provides students with advanced training in a focused area. The School of Psychology currently offers two Specialized Learning Certificates: Clinical Assessment and Clinical Child Psychology.

Certificate Requirements

Respecialization Certificate

- Foundation course: PSYC 8000 Foundations for Graduate Study in Psychology
- Specific coursework is determined by the student and the School of Psychology's program director for the specialization chosen.
- Field experience: Students choosing to respecialize into the Clinical Psychology, Counseling Psychology, or School Psychology specializations must complete a practicum, an internship, and an Academic Year in Residence.

Note on licensure: The Respecialization Certificates in Clinical, Counseling, and School Psychology are designed to prepare graduates to qualify to sit for psychology licensing exams. These certificates are designed to meet the academic licensure requirements of many state psychology boards. However, Walden University licensure certificates in psychology are not accredited by the American Psychological Association (APA) and have not received designation by the Association of State and Provincial Psychology Boards/National Register (ASPPB/NR), which are requirements for licensure in some states. Because no graduate program can guarantee licensure upon graduation, we encourage students to consult the appropriate agency to determine specific requirements. For more information about licensure, students should visit the Association of State and Provincial Psychology Boards at <http://www.asppb.net/i4a/pages/index.cfm?pageid=3395> and contact the appropriate licensing body. International students are encouraged to identify and contact their appropriate licensing body.

Specialized Learning Certificate

Students complete all courses listed for their chosen specialization area.

Clinical Assessment Certificate (23 cr.)

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

Note: Post-doctoral students who have not completed a Clinical Psychology, Counseling Psychology, or School Psychology specialization in the School of Psychology will also be required to complete PSYC 8705 Ethics and Standards of Professional Practice.

PSYC 8316	Tests and Measurement (5 cr.)
PSYC 8341	Psychological Assessment: Cognitive (5 cr.)
PSYC 8351	Psychological Assessment: Personality (5 cr.)
PSYC 8503	Behavioral Assessment and Intervention (5 cr.)
PSYC 8871	Practicum (3 cr.)*

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

Clinical Child Psychology Certificate (23 cr.)

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

Note: Post-doctoral students who have not completed a Clinical Psychology, Counseling Psychology, or School Psychology specialization in the School of Psychology will also be required to complete PSYC 8705 Ethics and Standards of Professional Practice.

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

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

School of Public Policy and Administration

B.S. in Criminal Justice

Walden University's B.S. in Criminal Justice program is designed to help students gain the skills and knowledge to prepare for a career in law enforcement, the justice system, corrections, homeland security, and social services. The program blends contemporary theory on the nature, extent, and cause of crime with the study of national and international criminal justice practices. Learning is supported through coursework and a final capstone project. The curriculum is based on the recommendations of the Academy of Criminal Justice Sciences. The program can help prepare students to become more effective social change agents in criminal justice organizations at the local, state, federal, or international levels.

Concentrations

- Computer Information Systems and Security
- Crime and Criminals
- Criminal Justice Management and Administration
- Homeland Security
- Human Services for Criminal Justice

Degree Requirements

- 181 total quarter credit hours (including 45 cr. completed at Walden)
- [General education](#) courses (45 cr.)
- First course (1 cr.)
- Core courses (40 cr.)
- Concentration courses (15–30 cr.)
- Elective courses (60–75 cr.)
- Capstone course (5 cr.)

Curriculum

Core Curriculum

General Education Courses (45 cr.)

See the [general education](#) section of this *Walden University Catalog*.

Note: At least three general education courses taken must be taken at the 3000 level or higher, including SOCI 4080.

First Course (1 cr.)

COMM 1000 Communications Skills for Career Development (1 cr.)

Core Courses (40 cr.)

CRJS 1001	Contemporary Criminal Justice Systems (5 cr.)
CRJS 2001	Criminology and Social Control (5 cr.)
CRJS 2002	Juvenile Delinquency and Justice (5 cr.)
CRJS 2003	Criminal Law (5 cr.)
CRJS 3001	Corrections (5 cr.)
CRJS 3002	Courts and Judicial Process (5 cr.)
CRJS 3003	Law Enforcement (5 cr.)
CRJS 3004	Data Analysis for the Criminal Justice Professional (5 cr.)

Elective Courses (60–75 cr.)

Students are to select 12 or 15 additional courses to fulfill the elective requirement, depending on the concentration. Students may choose courses from either general education courses, criminal justice concentration courses, or courses from any of Walden's bachelor's programs. At least one elective course must be at the 3000 level or above. These credits of electives are in addition to the 5-credit general education elective.

Students are encouraged, but not required, to take an elective course specifically designed for this program.

CRJS 3010 Profiling Serial and Mass Murderers (5 cr.)

Capstone Course (5 cr.)

CRJS 4150 Capstone: International Justice and Human Rights (5 cr.)

Concentration Curriculum

Students must complete one of the following concentrations.

Computer Information Systems and Security Concentration (30 cr.)

Note: Students in this concentration are required to complete 12 courses (60 cr.) of electives.

Today's criminals often leave a digital trail, and law enforcement agencies must protect confidential information as well as extract key data involved in crimes. This concentration will help students understand the technology infrastructure that underlies information systems, gain access to key Internet services and applications, and learn to prevent information security network attacks. In this concentration, students will explore basic approaches to computer forensics, analyze information systems for evidence of illegal or inappropriate activities, and consider the legal, ethical, and policy implications of forensic techniques. This concentration will broaden the skills needed for a position as a computer and cyber crime professional in government, corporate information security departments, law enforcement agencies, and law firms.

CMIS 1002	Information Technology Infrastructure (5 cr.)
CMIS 2001	Internet Computing (5 cr.)
CMIS 4101	Information Security and Privacy (5 cr.)
CMIS 4102	Information Security Techniques I (5 cr.)
CMIS 4103	Information Security Techniques II (5 cr.)
CMIS 4104	Computer Forensics (5 cr.)

Crime and Criminals Concentration (15 cr.)

As crime continues to plague large cities and small communities throughout the world, the need for criminal investigators continues to grow. In this concentration, students study criminal theories and behavior and discover the proper way to conduct a criminal investigation, including assessing a crime scene; handling witnesses, suspects, and informants; and administering surveillance techniques. The world of drugs, gangs, and organized crime will be explored, along with the impact of these group activities on crime and policing. Students should consider this concentration if they are interested in exploring the world of gangs and organized crime units and task forces or if they are interested in working as a crime scene investigator, criminologist, researcher, or detective.

CRJS 4101	Criminal Evidence and Investigation (5 cr.)
CRJS 4102	The Criminal Mind (5 cr.)
CRJS 4103	Drugs, Gangs, and Organized Crime (5 cr.)

Criminal Justice Management and Administration Concentration (15 cr.)

Managers and organizational leaders must learn to successfully guide criminal justice organizations into the global 21st century. In this concentration, students will study how to create and apply policies and budgets to successfully manage their organizations. They will develop and integrate models of cross-agency coordination among regional, state, national, and international agencies in anticipation and response to typical critical incidents. And they will prepare for positions in a range of departments of local and regional law enforcement offices, in victim and advocacy services, and in criminal justice-related nonprofit organizations.

- CRJS 4401 Management and Supervision in Criminal Justice Systems (5 cr.)
- CRJS 4402 Planning and Budgeting (5 cr.)

Choose one:

- CRJS 4302 Critical Incidents and Cross-Agency Coordination (5 cr.)
- CRJS 4202 Coordinated Community Response: Developing Community Resource Brokers (5 cr.)

Homeland Security Concentration (15 cr.)

In the wake of the events on 9/11, the field of homeland security has grown exponentially. Students who want to learn more about standard operating procedures for identifying, planning for, and responding to terrorist threats, as well as patterns and trends related to terrorism, should consider the Homeland Security concentration. Students will explore all types of weapons of mass destruction, including biological and chemical threats and disasters, and they will discover how to manage such incidents. Students will also study the skills required for a homeland security position with the border patrol; local and regional first responders; hazardous material response teams; and emergency relief agencies such as the Federal Emergency Management Administration.

- CRJS 4301 Terrorism (5 cr.)
- CRJS 4302 Critical Incidents and Cross-Agency Coordination (5 cr.)
- CRJS 4303 Weapons of Mass Destruction and Disaster Response (5 cr.)

Human Services for Criminal Justice (15 cr.)

Victims who return safely to their communities often need help addressing the injustices they have experienced. This concentration is ideal for individuals who want to work as an advocate for victims or communities or who want to work directly with victims in social services and nonprofit organizations. Students will study how to assess the needs of victims and to identify community resources and responses, as well as analyze contemporary problems and trends in victimology. In addition, students will explore restorative justice strategies to repair the harm caused by criminal behavior and to return criminals and victims to the community for productive, crime-free lives.

- CRJS 4201 Restorative Justice (5 cr.)
- CRJS 4202 Coordinated Community Response: Developing Community Resource Brokers (5 cr.)
- CRJS 4203 Victimology (5 cr.)

Bachelor's Plus Programs

Walden University's advanced undergraduate criminal justice students are eligible to take select graduate courses as part of their undergraduate degree program completion. Upon admission to the associated graduate program, these courses may then be applied to Walden's M.S. in Psychology, M.S. in Forensic Psychology, or Master of Public Administration (M.P.A.) programs.

Requirements

To help ensure student success, the following requirements have been established:

- The student must be in good standing with the university.
- The student must maintain an overall GPA of 2.5 or better to be eligible to register for the above courses.
- The student must have completed all general education and core requirements of the Bachelor of Science in Criminal Justice.

Note: Students are advised to consult the Walden University Student Handbook and contact a member of the Academic Advising Team for more information regarding the Bachelor's Plus program.

Curriculum

All graduate courses are taken as electives and must be selected from the list below.

Note: The courses outlined in the Bachelor's Plus program are 12 weeks in length and are only offered in September, December, March, and June.

Choose up to five of the following courses for the M.S. in Forensic Psychology program:

FPSY 5101	Introduction to Forensic Psychology (5 cr.)
FPSY 5720	Abnormal Behavior (5 cr.)
FPSY 5115	Understanding Forensic Psychology Research (5 cr.)
FPSY 5125	Assessment in Forensic Psychology (5 cr.)
FPSY 5135	Criminal Behavior (5 cr.)
FPSY 5145	Ethical Issues and Professional Responsibilities in Forensic Psychology (5 cr.)

Choose up to five of the following courses for the M.S. in Psychology program:

PSYC 5205	History and Systems of Psychology (5 cr.)
PSYC 5211	Contemporary Issues in Psychology (5 cr.)
PSYC 5235	Cognitive Psychology (5 cr.)
PSYC 5240	Human Motivation (5 cr.)
PSYC 5305	Statistics I (5 cr.)
PSYC 5310	Research Design (5 cr.)
PSYC 5315	Tests and Measurements (5 cr.)

Choose up to five of the following courses for the Master of Public Administration (M.P.A.) program:

MMPA 5200	Introduction to Public Administration (5 cr.)
MMPA 5405	Ethics and Social Justice (5 cr.)
MMPA 5420	Organizational Management and Leadership (5 cr.)
MMPA 5431	Finance and Budgeting for the Public Sector (5 cr.)
MMPA 5435	Human Resource Management: Building a Capable Workforce (5 cr.)
MMPA 5451	Public Policy Analysis (5 cr.)
MMPA 5480	Applied Research and Evaluation Methods (5 cr.)

B.S. in Criminal Justice to M.S. in Forensic Psychology Articulation

Walden University students who have successfully completed Bachelor's Plus courses and who are graduating (or have graduated) from the B.S. in Criminal Justice program are invited to apply to the M.S. in Forensic Psychology program. Upon acceptance to Walden's M.S. in Forensic Psychology program, up to five courses can be applied to degree completion requirements.

<i>M.S. in Forensic Psychology Courses</i>	<i>Comments</i>
PSYC 6001 Foundations for Graduate Study in Psychology (1 cr.)	Required
FPSY 6101 Introduction to Forensic Psychology (5 cr.)	Students who successfully complete FPSY 5101 Introduction to Forensic Psychology (5 cr.) with a <i>B</i> or better can have this course waived.
FPSY 6720 Abnormal Psychology (5 cr.)	Students who successfully complete FPSY 5720 Abnormal Psychology (5 cr.) with a <i>B</i> or better can have this course waived.
FPSY 6115 Understanding Forensic Psychology Research (5 cr.)	Students who successfully complete FPSY 5115 Understanding Forensic Psychology Research (5 cr.) with a <i>B</i> or better can have this course waived.
FPSY 6125 Assessment in Forensic Psychology (5 cr.)	Students who successfully complete FPSY 5125 Assessment in Forensic Psychology (5 cr.) with a <i>B</i> or better can have this course waived.
FPSY 6135 Criminal Behavior (5 cr.)	Students who successfully complete FPSY 5135 Criminal Behavior (5 cr.) with a <i>B</i> or better can have this course waived.
FPSY 6145 Ethical Issues and Professional Responsibilities in Forensic Psychology (5 cr.)	Students who successfully complete FPSY 5145 Ethical Issues and Professional Responsibilities in Forensic Psychology (5 cr.) with a <i>B</i> or better can have this course waived.
FPSY XXXX Specialization Elective (5 cr.)	Required
FPSY XXXX Specialization Elective (5 cr.)	Required
FPSY XXXX Specialization Elective (5 cr.)	Required
FPSY XXXX Specialization Elective (5 cr.)	Required
PSYC 6393 M.S. in Psychology Capstone OR FPSY 6915 Field Experience	Required

B.S. in Criminal Justice to M.S. in Psychology Program Articulation

Walden University students who have successfully completed Bachelor's Plus courses and who are graduating (or have graduated) from the B.S. in Criminal Justice program are invited to apply to the M.S. in Psychology program. Upon acceptance to Walden's M.S. in Psychology program, up to five courses can be applied to degree completion requirements.

<i>M.S. in Psychology Courses</i>	<i>Comments</i>
PSYC 6001 Foundations for Graduate Study in Psychology (1 cr.)	Required
PSYC 6211 Contemporary Issues in Psychology (5 cr.)	Students who successfully complete PSYC 5211 Contemporary Issues in Psychology (5 cr.) with a <i>B</i> or better can have this course waived.
PSYC 6205 History and Systems of Psychology (5 cr.)	Students who successfully complete PSYC 5205 History and Systems of Psychology (5 cr.) with a <i>B</i> or better can have this course waived.
PSYC 6305 Statistics I (5 cr.)	Students who successfully complete PSYC 5305 Statistics (5 cr.) with a <i>B</i> or better can have this course waived.
PSYC 6240 Human Motivation (5 cr.)	Students who successfully complete PSYC 5240 Human Motivation (5 cr.) with a <i>B</i> or better can have this course waived.
PSYC 6310 Research Design (5 cr.)	Students who successfully complete PSYC 5310 Research Design (5 cr.) with a <i>B</i> or better can have this course waived.
PSYC 6235 Cognitive Psychology (5 cr.)	Students who successfully complete PSYC 5235 Cognitive Psychology (5 cr.) with a <i>B</i> or better can have this course waived.
PSYC 6315 Tests and Measurements (5 cr.)	Students who successfully complete PSYC 5315 Tests and Measurements (5 cr.) with a <i>B</i> or better can have this course waived.
PSYC 6245 Social Psychology (5 cr.)	Students who successfully complete PSYC 5245 Social Psychology (5 cr.) with a <i>B</i> or better can have this course waived.
PSYC 6701 Culture and Psychology (5 cr.)	Students who successfully complete PSYC 5701 Culture and Psychology (5 cr.) with a <i>B</i> or better can have this course waived.
PSYC XXXX Elective (5 cr.)	Required
PSYC 6393 Capstone (10 cr.)	Required

B.S. in Criminal Justice to Master of Public Administration (M.P.A.) Program Articulation

Walden University students who have successfully completed Bachelor's Plus courses and who are graduating (or have graduated) from the B.S. in Criminal Justice program are invited to apply to the Master of Public Administration program. Upon acceptance to Walden's Master of Public Administration (M.P.A.) program, up to five courses can be applied to degree completion requirements.

<i>M.P.A. Courses</i>	<i>Comments</i>
MMPA 6115 Foundations for Graduate Study (1 cr.)	Required
MMPA 6200 Introduction to Public Administration (5 cr.)	Students who successfully complete MMPA 5200 Introduction to Public Administration (5 cr.) with a <i>B</i> or better can have this course waived.
MMPA 6405 Ethics and Social Justice (5 cr.)	Students who successfully complete MMPA 5405 Ethics and Social Justice (5 cr.) with a <i>B</i> or better can have this course waived.
MMPA 6420 Organizational Management and Leadership (5 cr.)	Students who successfully complete MMPA 5420 Organizational Management and Leadership (5 cr.) with a <i>B</i> or better can have this course waived.
MMPA 6431 Finance and Budgeting for the Public Sector (5 cr.)	Students who successfully complete MMPA 5431 Finance and Budgeting for the Public Sector (5 cr.) with a <i>B</i> or better can have this course waived.
MMPA 6435 Human Resource Management: Building a Capable Workforce (5 cr.)	Students who successfully complete MMPA 5435 Human Resource Management: Building a Capable Workforce (5 cr.) with a <i>B</i> or better can have this course waived.
MMPA 6461 Public Sector Economics (5 cr.)	Required
MMPA 6465 Strategic Planning: Collaboration, Cooperation, and Coordination (5 cr.)	Required
MMPA 6451 Public Policy Analysis (5 cr.)	Students who successfully complete MMPA 5451 Public Policy Analysis (5 cr.) with a <i>B</i> or better can have this course waived.
MMPA 6480 Applied Research and Evaluation Methods (5 cr.)	Students who successfully complete MMPA 5480 Applied Research and Evaluation Methods (5 cr.) with a <i>B</i> or better can have this course waived.
MMPA 6910 Capstone Seminar (5 cr.)	Required

Post-Baccalaureate Certificates

The School of Public Policy and Administration offers two post-baccalaureate certificate programs. Each certificate consists of four graduate courses and can be completed in as little as 6 months.

Students must meet the master's program admission requirements. Credit from courses taken for a certificate can be applied toward the Master of Public Administration or the M.S. in Nonprofit Management and Leadership.

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

Certificate Programs

- Government Management
- Nonprofit Management and Leadership

Certificate Requirements

- 15 total quarter credits
- Foundation course (1 cr.)
- Core courses (14 cr.)

Curriculum

The 15-credit curriculum includes one foundation course and three core courses.

Government Management Certificate

Students who complete this certificate program learn public service management and leadership skills while exploring public management career opportunities.

MMPA 6115	Foundations for Graduate Study (1 cr.)
MMPA 6200	Introduction to Public Administration (5 cr.)
MMPA 6420	Organizational Management and Leadership (5 cr.)
MMPA 6285	Policy Analysis (4 cr.)

Nonprofit Management and Leadership Certificate

This certificate program provides students with essential foundational concepts and principles related to nonprofit budget, finance, resource development, and strategic planning. Students learn nonprofit management and leadership skills while exploring career opportunities in the nonprofit sector.

NPMG 6115	Foundations for Graduate Study (1 cr.)
NPMG 6200	Introduction to the Nonprofit Sector (5 cr.)
NPMG 6420	Organizational Management and Leadership (5 cr.)
NPMG 6285	Policy Analysis (4 cr.)

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

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

Specializations

- General Program
- Health Policy
- Homeland Security Policy
- Interdisciplinary Policy Studies
- Law and Public Policy
- Local Government Management for Sustainable Communities
- Nonprofit Management and Leadership
- Policy Analysis
- Public Management and Leadership
- Terrorism, Mediation, and Peace

Degree Requirements

- 51–66 total quarter credit hours
- Foundation course (1 cr.)
- Core courses (45 cr.)
- Specialization courses* (15 cr.)
- Capstone course (5 cr.)

**Note: Not required for General Program*

Curriculum

Core Curriculum

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

General Program (51 cr.)

Students gain a broad understanding of the field of public policy and administration and acquire the knowledge and experience to pursue a variety of career options in the field.

Foundation Course (1 cr.)

MMPA 6115 Foundations for Graduate Study (1 cr.)

Core Courses (45 cr.)

MMPA 6200 Introduction to Public Administration (5 cr.)
MMPA 6405 Ethics and Social Justice (5 cr.)
MMPA 6420 Organizational Management and Leadership (5 cr.)
MMPA 6431 Finance and Budgeting for the Public Sector (5 cr.)
MMPA 6435 Human Resource Management: Building a Capable Workforce (5 cr.)
MMPA 6451 Public Policy Analysis (5 cr.)
MMPA 6461 Public Sector Economics (5 cr.)
MMPA 6465 Strategic Planning: Collaboration, Cooperation, and Coordination (5 cr.)
MMPA 6480 Applied Research and Evaluation Methods (5 cr.)

Capstone Course (5 cr.)

MMPA 6910 Master of Public Administration Capstone (5 cr.)

Specialization Curriculum

Students who wish to gain additional knowledge in a specialized area can complete three courses in a specialization area. Courses must be taken in the order presented.

Health Policy Specialization (15 cr.)

Students gain valuable knowledge about health delivery systems, health policy, health administration, and health finance centers in order to manage and navigate effectively and successfully in a dynamic environment.

MMPA 6840 Health Policy and Management (5 cr.)
MMPA 6841 Legal and Regulatory Aspects of Public Health (5 cr.)
MMPA 6842 Leadership, Professionalism, and Ethics in Public Health Practice (5 cr.)

Homeland Security Policy Specialization (15 cr.)

Students gain an understanding of complex public safety policy and emergency response strategies. Additionally students learn to implement protective measures and policies without compromising individual rights and freedoms.

MMPA 6830 Current Issues in Homeland Security (5 cr.)
MMPA 6831 Critical Incident Leadership and Planning (5 cr.)
MMPA 6832 Terrorism: Legislation and Policy (5 cr.)

Interdisciplinary Policy Studies Specialization (15 cr.)

Students gain a thorough understanding of complex and interrelated policy challenges, including public health and safety, urban sprawl, immigration, and affordable housing. Additionally students learn to work with government and community shareholders in order to broaden their public policy perspective.

- MMPA 6830 Current Issues in Homeland Security (5 cr.)
- MMPA 6822 Current Issues in Regional and Local Public Policy (5 cr.)
- MMPA 6812 Contemporary Cases and Issues in the Courts (5 cr.)

Law and Public Policy Specialization (15 cr.)

Students gain an understanding of the relationships between law and public policy and access vital legal knowledge available to public policy practitioners.

- MMPA 6810 Fundamentals of Law and Public Policy (5 cr.)
- MMPA 6811 Legal Research for Policy Practitioners (5 cr.)
- MMPA 6812 Contemporary Cases and Issues in the Courts (5 cr.)

Local Government Management for Sustainable Communities Specialization (15 cr.)

Students gain an understanding of the interrelated elements that make a community viable. Additionally students access the tools and resources for sustainable community development as students prepare for a career as a town manager, department head, or director of a social service organization.

- MMPA 6820 Elements of Sustainable and Livable Communities (5 cr.)
- MMPA 6821 Tools for Sustainable Community Development (5 cr.)
- MMPA 6822 Current Issues in Regional and Local Public Policy (5 cr.)

Nonprofit Management and Leadership Specialization (15 cr.)

Students gain a practical understanding of the principles and processes related to nonprofit organizations.

- MMPA 6850 Introduction to Nonprofit Sector (5 cr.)
- MMPA 6851 Board Governance and Volunteer Management (5 cr.)
- MMPA 6852 Resource Development (5 cr.)

Policy Analysis Specialization (15 cr.)

Students are prepared to function knowledgeably and to work collaboratively to help shape public policy development and implementation.

- MMPA 6380 Policy and Politics in American Political Institutions (5 cr.)
- MMPA 6381 Program Public Policy and Evaluation (5 cr.)
- MMPA 6382 Public Policy and Finance (5 cr.)

Public Management and Leadership (15 cr.)

With unprecedented fiscal challenges and rising performance expectations facing public and nonprofit institutions, managers must be prepared to apply core business principles to improve the efficiencies and effectiveness of their organizations. In this specialization, students will apply a systems perspective as they develop strategies for organizational change in the public organization of their choice. They will discover how transformative change occurs in complex public systems, and will learn to use the language of leadership to motivate, inspire, and competently lead their organizations and shape public policy.

MMPA 6390 Strategic Context of Public Management and Leadership (5 cr.)

MMPA 6391 Transformative Change in a Shared-Power World (5 cr.)

MMPA 6392 The Language of Leadership (5 cr.)

Terrorism, Mediation, and Peace (15 cr.)

The threat of terrorism is a constant concern prompting a continuing focus on preventing and resolving terrorist attacks. In this specialization, students will learn the immediate and long-term implications of anti-terrorist legislation and policies. They will study how terrorism policies are drafted and enforced while they analyze the ethical issues related to human rights and the psychology of terrorism. Students will explore the effects of disaster, crisis, and trauma and the appropriate interventions for individuals and groups. And students will examine the roots of international and domestic terrorism, the catalysts and motivations for terrorist acts, and how media and technology may aid or counter terrorist activities.

MMPA 6320 Public Policy Implications of Terrorism Legislation and Policies (5 cr.)

MMPA 6740 Disaster, Crisis, and Trauma (5 cr.)

MMPA 6741 Psychology of Terrorism (5 cr.)

Course Sequence

<i>Quarter</i>	<i>Course</i>
1	MMPA 6200 Introduction to Public Administration MMPA 6115 Foundations for Graduate Study
2	MMPA 6405 Ethics and Social Justice MMPA 6420 Organizational Management and Leadership
3	MMPA 6431 Finance and Budgeting for the Public Sector MMPA 6435 Human Resource Management: Building a Capable Workforce
4	MMPA 6461 Public Sector Economics MMPA 6465 Strategic Planning: Collaboration, Cooperation, and Coordination
5	MMPA 6451 Public Policy Analysis MMPA 6480 Applied Research and Evaluation Methods
6	Specialization course 1 Specialization course 2
7	Specialization course 3 MMPA 6910 Master of Public Administration Capstone

M.S. in Nonprofit Management and Leadership

Nonprofit organizations employ a sizable and increasing share of the nation's workforce, with employment growth outpacing a number of major industries. The M.S. in Nonprofit Management and Leadership blends academic theory with hands-on experience so students can learn, explore, and apply strategies related to the nonprofit sector. Students gain the management and organizational skills they need to lead diverse and complex nonprofit organizations and to serve as social change agents in local and global communities.

Degree Requirements

- 51 total quarter credit hours
- Foundation course (1 cr.)
- Core courses (45 cr.)
- Capstone course (5 cr.)

Curriculum

Foundation Course (1 cr.)

NPMG 6115 Foundations for Graduate Study (1 cr.)

Core Courses (45 cr.)

NPMG 6200 Introduction to the Nonprofit Sector (5 cr.)
NPMG 6405 Ethics and Social Justice (5 cr.)
NPMG 6420 Organizational Management and Leadership (5 cr.)
NPMG 6431 Finance and Budgeting for the Nonprofit Sector (5 cr.)
NPMG 6435 Human Resource Management: Building a Capable Workforce (5 cr.)
NPMG 6451 Board Governance and Volunteer Management (5 cr.)
NPMG 6461 Resource Development (5 cr.)
NPMG 6465 Strategic Planning: Collaboration, Cooperation, and Coordination (5 cr.)
NPMG 6480 Applied Research and Evaluation Methods (5 cr.)

Capstone Course (5 cr.)

NPMG 6910 M.S. in Nonprofit Management and Leadership Capstone (5 cr.)

Course Sequence

<i>Quarter</i>	<i>Course</i>
1	NPMG 6115 Foundations for Graduate Study NPMG 6200 Introduction to the Nonprofit Sector
2	NPMG 6405 Ethics and Social Justice NPMG 6420 Organizational Leadership and Management
3	NPMG 6431 Finance and Budgeting for the Nonprofit Sector NPMG 6435 Human Resource Management: Building a Capable Workforce
4	NPMG 6451 Board Governance and Volunteer Management NPMG 6465 Strategic Planning: Collaboration, Cooperation, and Coordination
5	NPMG 6461 Resource Development NPMG 6480 Applied Research and Evaluation Methods
6	NPMG 6910 M.S. in Nonprofit Management and Leadership Capstone

Ph.D. in Public Policy and Administration (Mixed-Model)

To create and maintain thriving communities, leaders and managers must have the vision and skill to plan, develop policies, implement programs and services, and manage resources effectively. Leaders in public service and all sectors of society should be grounded in scientific inquiry and scholarship.

The Ph.D. in Public Policy and Administration program prepares students to meet the challenges of creating and providing programs and services in an increasingly complex and collaborative environment. The program educates students on critical public policy issues and the latest best practices to promote social change through effective, forward-thinking leadership and management.

Specializations

- General Program
- Criminal Justice
- Health Services
- Homeland Security Policy and Coordination
- International Nongovernmental Organizations (NGOs)
- Law and Public Policy
- Local Government Management for Sustainable Communities
- Nonprofit Management and Leadership
- Public Management and Leadership

- Public Policy
- Public Safety Management
- Terrorism, Mediation, and Peace

Degree Requirements

- 101 quarter credits
- Program of Study
- Foundation course (6 cr.)
- Core courses (24 cr.)
- Foundation Research Sequence (12 cr.)
- Specialized KAMs (24 cr.)*
- Satisfactory progress in all SBSF 7100 registrations
- Specialization courses (15 cr.)
- Proposal, dissertation, and oral presentation (20 cr.)
- Minimum enrollment of 8 quarters, depending on the transfer of credits awarded
- 20 days of academic residency (two 4-day and two 6-day residencies)

Curriculum

The Ph.D. in Public Policy and Administration program combines a course-based curriculum with a series of research seminars and an advanced KAM-based curriculum, which allows students to apply their learning to real-world challenges faced in today's public policy and administration forums.

Core Curriculum

Foundation Course (6 cr.)

PPPA 8008 Foundations for Doctoral Study (6 cr.)

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

Core Courses (24 cr.)

PPPA 8405	Ethics and Social Justice (5 cr.)
PPPA 8431	Finance and Budgeting for the Public Sector (5 cr.)
PPPA 8465	Strategic Planning: Collaboration, Cooperation and Coordination (5 cr.)
PPPA 8115	Writing a Quality Prospectus (5 cr.)

Choose one:

- RSCH 8350 Advanced Qualitative Reasoning and Analysis (4 cr.)
RSCH 8250 Advanced Quantitative Reasoning and Analysis (4 cr.)
RSCH 8450 Advanced Mixed-Methods Reasoning and Analysis (4 cr.)

Foundation Research Sequence (12 cr.)

Courses comprising the core research sequence are conducted online and require weekly readings, participation in discussions, and assignment completion. Course instructors guide discussions and evaluate discussion and application assignments. RSCH 8100P must be completed during the second term and is linked to Milestone 2 of the Residencies. RSCH 8200P and RSCH 8300P must be completed prior to registering for the dissertation.

- RSCH 8100P Research Theory, Design, and Methods (4 cr.)
RSCH 8200P Quantitative Reasoning and Analysis (4 cr.)
RSCH 8300P Qualitative Reasoning and Analysis (4 cr.)

Specialized KAMS (24 cr.)

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

Specialized KAM V: Democratic Governance (12 cr.)

Breadth: PPPA 8510 Theories of Democratic Governance (4 cr.)

Depth: PPPA 8520 Contemporary Research and Issues in Democratic Governance (4 cr.)

Application: PPPA 8530 Professional Practice Application of Democratic Governance (4 cr.)

Specialized KAM VI: Organizational Leadership and Change (12 cr.)

Breadth: PPPA 8612 Classical and Emerging Paradigms of Leadership and Organizational Change (4 cr.)

Depth: PPPA 8622 Current Research on Leadership and Organizational Change (4 cr.)

Application: PPPA 8632 Professional Practice Application of a Theory of Leadership and Organizational Change (4 cr.)

Dissertation (20 cr.)

- PPPA 9000 Dissertation (20 cr.)

Specialization Curriculum

General Program (15 cr.)

Students may complete a General Program by taking any three specialization courses from any of the Public Policy and Administration specializations.

Criminal Justice Specialization (15 cr.)

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

- PPPA 8350 Historical and Contemporary Issues in Criminal Justice (5 cr.)
 PPPA 8351 Policy Analysis in the Criminal Justice System (5 cr.)
 PPPA 8352 Leadership: Putting Theory Into Practice in Criminal Justice Administration (5 cr.)

Health Services Specialization (15 cr.)

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- PPPA 8320 Public Policy Implications of Terrorism Legislation and Policies (5 cr.)
 PPPA 8321 Terrorism: A Systemic Approach for Emergency Preparedness (5 cr.)
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By focusing on the effects of globalization and the cultures and sociopolitical environments of diverse nations and organizations, students in this specialization learn how to work effectively with nongovernmental organizations, voluntary organizations, and intergovernmental organizations around the world.

- PPPA 8330 Holding Up the Mirror: Understanding Different Cultures and Increasing Global Consciousness (5 cr.)
 PPPA 8331 Crossing Borders: U.S. and International NGO Organizational Cultures and Environments (5 cr.)
 PPPA 8332 Placing NGOs in the Global Context (5 cr.)

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Students gain an understanding of the interrelated elements that make a community viable. Additionally, students access the tools and resources for sustainable community development as they prepare for a career as a town manager, department head, or director of a social service organization.

- PPPA 8820 Elements of Sustainable and Livable Communities (5 cr.)
- PPPA 8821 Tools for Sustainable Community Development (5 cr.)
- PPPA 8822 Current Issues in Regional and Local Public Policy (5 cr.)

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- PPPA 8340 Leadership for the Nonprofit Sector (5 cr.)
- PPPA 8341 Fund Raising and Marketing in Nonprofit Organizations (5 cr.)
- PPPA 8342 Nonprofit Management (5 cr.)

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Public services are being delivered through alternative nongovernmental institutions, and citizens and their elected officials are expecting more from those who manage public and nonprofit institutions. The Public Management and Leadership specialization prepares scholar-practitioners to lead reform in public administration.

- PPPA 8390 Strategic Context of Public Management and Leadership (5 cr.)
- PPPA 8391 Transformative Change in a Shared-Power World (5 cr.)
- PPPA 8392 The Language of Leadership (5 cr.)

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- PPPA 8380 Policy and Politics in American Political Institutions (5 cr.)
- PPPA 8381 Program Public Policy and Evaluation (5 cr.)
- PPPA 8382 Public Policy and Finance (5 cr.)

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PPPA 8360	Public Safety Issues (5 cr.)
PPPA 8361	Managing Public Safety Organizations (5 cr.)
PPPA 8362	Ethics in Preserving Public Safety (5 cr.)

Terrorism, Mediation, and Peace (15 cr.)

The threat of terrorism is a constant concern prompting a continuing focus on preventing and resolving terrorist attacks. In this specialization, students will learn the immediate and long-term implications of anti-terrorist legislation and policies. They will study how terrorism policies are drafted and enforced while they analyze the ethical issues related to human rights and the psychology of terrorism. Students will explore the effects of disaster, crisis, and trauma and the appropriate interventions for individuals and groups. And students will examine the roots of international and domestic terrorism, the catalysts and motivations for terrorist acts, and how media and technology may aid or counter terrorist activities.

PPPA 8320	Public Policy Implications of Terrorism Legislation and Policies (5 cr.)
PPPA 8740	Disaster, Crisis, and Trauma (5 cr.)
PPPA 8741	Psychology of Terrorism (5 cr.)

Ph.D. in Public Policy and Administration (Course-Based)

To create and maintain thriving communities, leaders and managers must have the vision and skill to plan, develop policies, implement programs and services, and manage resources effectively. Leaders in public service and all sectors of society should be grounded in scientific inquiry and scholarship.

The Ph.D. in Public Policy and Administration program prepares students to meet the challenges of creating and providing programs and services in an increasingly complex and collaborative environment.

The program educates students on critical public policy issues and the latest best practices to promote social change through effective, forward-thinking leadership and management.

Specializations

- General Program
- Criminal Justice
- Health Services
- Homeland Security Policy and Coordination
- International Nongovernmental Organizations (NGOs)

- Law and Public Policy
- Local Government Management for Sustainable Communities
- Nonprofit Management and Leadership
- Public Management and Leadership
- Public Policy
- Public Safety Management
- Terrorism, Mediation, and Peace

Degree Requirements

- 82 quarter credits
- Program of Study
- Foundation course (1 cr.)
- Core courses (34 cr.)
- Foundation Research Sequence (12 cr.)
- Specialization courses (15 cr.)
- Proposal, dissertation, and oral presentation (20 cr.)
- Minimum enrollment of 8 quarters, depending on the transfer of credits awarded
- 20 days of academic residency (two 4-day and two 6-day residencies)

Curriculum

Core Curriculum

Foundation Course (1 cr.)

PPPA 8000 Foundations for Doctoral Study (1 cr.)

Core Courses (34 cr.)

PPPA 8405 Ethics and Social Justice (5 cr.)
 PPPA 8431 Finance and Budgeting for the Public Sector (5 cr.)
 PPPA 8465 Strategic Planning: Collaboration, Cooperation and Coordination (5 cr.)
 PPPA 8111 Leadership and Organizational Change (5 cr.)
 PPPA 8115 Writing a Quality Prospectus (5 cr.)
 PPPA 8112 Governance and Public Policy (5 cr.)

Choose one:

RSCH 8350 Advanced Qualitative Reasoning and Analysis (4 cr.)
 RSCH 8250 Advanced Quantitative Reasoning and Analysis (4 cr.)
 RSCH 8450 Advanced Mixed-Methods Reasoning and Analysis (4 cr.)

Foundation Research Sequence (12 cr.)

Courses comprising the core research sequence are conducted online and require weekly readings, participation in discussions, and assignment completion. Course instructors guide discussions and evaluate discussion and application assignments. RSCH 8100P must be completed during the second term and is linked to Milestone 2 of the Residencies. RSCH 8200P and RSCH 8300P must be completed prior to registering for the dissertation.

RSCH 8100P Research Theory, Design, and Methods (4 cr.)
RSCH 8200P Quantitative Reasoning and Analysis (4 cr.)
RSCH 8300P Qualitative Reasoning and Analysis (4 cr.)

Dissertation (20 cr.)

PPPA 9000 Dissertation (20 cr.)

Specialized Curriculum

General Program (15 cr.)

Students may complete a General Program by taking any three specialization courses from any of the Public Policy and Administration specializations.

Criminal Justice Specialization (15 cr.)

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

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Course Descriptions

This section describes the courses currently offered by Walden University. Students who enrolled prior to the 2008–2009 academic year should abide by the curricula in the *Walden University Catalog* under which they were admitted. When consulting this list of courses, students may notice that some subject and course numbers have changed; however, the course content has remained the same. Students who have questions about course registration should contact a member of the Academic Advising Team.

Note about prerequisites: Students are encouraged to carefully evaluate the prerequisites for each course to make sure they are properly prepared. Descriptions of courses in sequenced programs may not list all the preceding courses in the prescribed sequence. Students should review the program description section of this *Walden University Catalog* carefully and direct any questions concerning prerequisites to the Academic Advising Team.

Fundamentals

ENGL 0099 Academic Writing Fundamentals (5 cr.)

This course introduces students to the basic elements of academic writing. The primary focus is the preparation of fundamental skills necessary for writing college-level essays and research papers. Topics include grammar, punctuation, and the formation of sentences and paragraphs. Upon completion, students will demonstrate effective academic writing in preparation for continuing to the ENGL 1001 College Composition course. (*Course is not applicable toward the minimum credit requirement for graduation. The course is graded S/U.*)

MATH 0099 Algebra Fundamentals I (5 cr.)

This course is designed to refresh students' familiarity with basic algebra concepts. Topics include real number operations and properties; solving and graphing linear equations and inequalities; factoring polynomials; solving quadratic equations, and identifying functions. Upon completion, students are prepared to take College Algebra. (*Course is not applicable toward the minimum credit requirement for graduation. The course is graded S/U.*)

Required First Undergraduate Course

Note about required first courses: Students should review the program description section of this *Walden University Catalog* carefully to determine which first course is required.

CMIS 1000 Developing Student Portfolios for CIS (1 cr.)

This course provides students with a framework for developing a student portfolio. Students learn about the value of creating a student portfolio and how it is used to communicate and demonstrate their academic accomplishments. Students are introduced to tools and techniques that help them to develop, manage, and maintain their portfolios. They demonstrate the ability to apply the structure and methods presented in this course by composing a high-level design and comprehensive outline for a student portfolio.

COMM 1000 Communication Skills for Career Development (1 cr.)

This course is designed to provide students with a practical application of the contemporary communication skills necessary for career development and career success. Topics include investigation of career fields and the communication and technology skills that are essential to those careers. Examples include technology-supported written, oral, private, and public communication. Students will be able to assess and analyze their personal communication and technology skills and strategize ways to apply them as part of their professional development goals.

GNED 1001 Developing Student Portfolios (1 cr.)

This course provides students with a framework for developing a student portfolio. Students learn about the value of creating a student portfolio and how it is used to communicate and demonstrate their academic accomplishments. Students are introduced to tools and techniques that help them to develop, manage, and maintain their portfolios. They demonstrate the ability to apply the structure and methods presented in this course by composing a high-level design and comprehensive outline for a student portfolio.

GNED 1002 Developing Student Portfolios for Communication (1 cr.)

This course provides students with a framework for developing a student portfolio. Students learn about the value of creating a student portfolio and how it is used to communicate and demonstrate their academic accomplishments. Students are introduced to tools and techniques that help them to develop, manage, and maintain their portfolios. They demonstrate the ability to apply the structure and methods presented in this course by composing a high-level design and comprehensive outline for a student portfolio.

ITEC 1000 Developing Student Portfolios for IT (1 cr.)

This course provides students with a framework for developing a student portfolio. Students learn about the value of creating a student portfolio and how it is used to communicate and demonstrate their academic accomplishments. Students are introduced to tools and techniques that help them to develop, manage, and maintain their portfolios. They demonstrate the ability to apply the structure and methods presented in this course by composing a high-level design and comprehensive outline for a student portfolio.

PORT 1001 Developing Student Portfolios in Accounting (1 cr.)

This course provides students with a framework for developing a student portfolio. Students explore the value of creating a student portfolio and how it is used to communicate and demonstrate their academic accomplishments. Students are introduced to tools and techniques that help them to develop, manage, and maintain their portfolios. They demonstrate the ability to apply the structure and methods presented in this course by composing a high-level design and comprehensive outline for a student portfolio.

General Education

Communications Courses

COMM 1001 Contemporary Communications (5 cr.)

This course introduces students to the fundamentals of effective communication in contemporary society. The primary focus is on communication using electronic means, such as cell phones, email, instant messaging, and Internet technologies. Topics include communication methods and technologies and their impact on the individual and society. Upon completion, students will be able to use appropriate contemporary communication strategies for the setting and audience and apply writing and critical-thinking skills to their personal, academic, and work lives. Note: Must be taken in first quarter.

COMM 1002 Group Presentation and Discussion (5 cr.)

This course is designed to provide students the opportunity to develop and enhance their ability to communicate. Topics include the organization of ideas and the concepts of informative and persuasive speaking, critical listening and research, and the use of technology. Practical experience and rhetorical theory are stressed, as are individual and group techniques. Upon completion, students will be able to demonstrate improvement in their communication skills, as well as plan, create, and deliver electronic presentations individually and in groups. (Prerequisite: COMM 1001.)

COMM 1003 Introduction to Mass Communication (5 cr.)

This course introduces students to basic concepts of communication to mass audiences. The primary focus is on the application of communication principles and theories needed to achieving intended outcomes in crisis scenarios, public relations, public and community affairs, and when influencing thinking or opinions. Topics include mass communication theory, historical context, communication concepts, and applications. Upon completion, students will be able to demonstrate applied skills and sensitivity to the social impact of mass communications. (Prerequisite: COMM 1001.)

COMM 1004 Interpersonal Communication (5 cr.)

Effective interpersonal communication is a necessary tool for both productivity and quality of life. This course examines practical concepts and skills for enhancing communication with others. Topics include theories and models of interpersonal communication, listening, verbal communication, nonverbal communication, communication styles, affective and cognitive communication, giving and receiving feedback, and communicating interpersonally in a variety of modalities. (Prerequisite: COMM 1001.)

COMM 4001 Intercultural Communication (5 cr.)

This course is designed to promote the ability to communicate effectively in a diverse, global environment. Topics include the relationship of culture and personal identity to communication strategies. Upon completion, students should be able to distinguish the modes and styles of communication unique to their personal culture from the cultures of others, explain the theories of cultural differences, anticipate and overcome challenges in cross-cultural situations, and apply effective cross-cultural communication skills to academic, personal, and professional settings. (Prerequisite: COMM 1001.)

ENGL 1001 College Composition (5 cr.)

This course develops the skills necessary for persuasive and research-based writing at the college-level. The primary focus is on the use of argument and supporting evidence. Topics include planning, writing,

and revision of essays; an introduction to the research process; and use of APA guidelines when citing sources. Upon completion, students will be able to demonstrate the skills necessary to write academic persuasive essays with supportive evidence. (Prerequisites: Placement exam or ENGL 0099 and COMM 1001.)

ENGL 2002 Professional Writing for Successful Communication (5 cr.)

Clear and persuasive writing is a fundamental professional skill. This course covers the fundamentals of written communication in a professional setting, starting with a clear understanding of the audience and the purpose of the communication act, and proceeding to choices of modality, timing, and idiom. Many examples are considered, such as business letters, résumés, briefing memos, newsletters, proposals and requests for proposals, and so on. Fundamental writing skills such as grammar and sentence structure, punctuation, style, citation, and word choice are reinforced. (Prerequisite: COMM 1001.)

ISYS 1001 Computer Information Fluency (5 cr.)

This course is designed to give students a broad introduction to the management of computers and information to solve real-world business problems. Students learn how to use computers as tools for communications and organizing information. Students build research skills using online academic sources and learn about ensuring accuracy and reliability of information. Windows-based operating system and software applications competencies are met through this course. (Prerequisite: COMM 1001.)

Humanities Courses

ARTS 1001 Introduction to Fine Arts (5 cr.)

This course is designed to help students develop a basic understanding of the music and art of various cultures and historical periods. Topics include the elements that are combined into a work of art, and the commonalities that exist across the arts disciplines. Upon completion, students will apply concepts to an overview of the evolution of artistic style in human culture and in direct experience with the creative process as artist and audience. (Prerequisite: COMM 1001.)

ENGL 2001 Introduction to Literature (5 cr.)

This course is designed to help students develop critical reading and writing skills through the study of literature. Both fiction and nonfiction texts are studied as models of effective writing. Topics include attentive reading, personal and critical response, careful thinking, and clear writing. Upon completion, students will have improved their reading and writing skills. (Prerequisite: ENGL 1001.)

HMNT 3001 Modern Popular Culture (5 cr.)

This course is designed to analyze the artistic and philosophical impact of contemporary media and popular culture. Topics include graphic novels, film, advertising, television, cyberculture, and popular music. Upon completion, students should be able to analyze the ways in which social, political, and economic issues are evident in artistic and creative forms of expression in popular culture. (Prerequisite: COMM 1001.)

PHIL 1001 Introduction to Philosophy (5 cr.)

This course is designed to ask students to think about themselves, their values, their knowledge and belief systems, their lives, and their place in the world. Topics include the history of philosophy in the context of important contemporary issues and positions. Upon completion, students will be able to ground their personal philosophies in traditions of philosophical reasoning. (Prerequisite: ENGL 1001.)

PHIL 2001 Ethics (5 cr.)

This course is designed to introduce students to the nature and foundations of moral judgments and applications to contemporary moral issues. Topics include an overview of ethical constraints from the prevailing philosophical and religious perspectives. Upon completion, the student will have found solutions to problems of professional and private life against the backdrop of ethical theory. (Prerequisite: ENGL 1001.)

PHIL 3010 Science and Spirituality (5 cr.)

This course is designed to investigate the human experience as understood through science, spiritual traditions, and contemporary thinking. Topics include analyzing the roles of evolutionary psychology, social psychology, science, and spirituality as they relate to human beliefs and experiences such as happiness and love. Upon completion, students will comprehend historical and religious traditions and scientific theories, as well as the theories and arguments of leading scientific and religious thinkers, and they will determine the separateness or duality of science and spirituality. (Prerequisite: COMM 1001.)

RELG 2001 World Religions (5 cr.)

This course is designed to offer students an exploration of the tenets and sacred texts of the religions of the world. Topics include Hinduism, Buddhism, Islam, Confucianism, Christianity, Judaism, and Primal religions (e.g., American Indian, African). Upon completion, students should be able to identify the origins, history, beliefs, and practices of the religions studied. (Prerequisite: ENGL 1001.)

Math/Science Courses

BIOL 1001 Introduction to Biology (5 cr.)

This course is designed to provide a survey of fundamental biological principles. Emphasis is placed on basic biology, cell biology, metabolism, genetics, taxonomy, evolution, ecology, diversity, and an introduction to the scientific method. Upon completion, students will be able to demonstrate increased knowledge and better understanding of biology as it applies to everyday life. (Prerequisite: COMM 1001.)

CHEM 1001 Introduction to Chemistry (5 cr.)

This course is designed to introduce students to the fundamental concepts of chemistry and gives a survey of important chemical elements and their compounds. Topics include chemical measurements, properties of atoms and molecules, chemical reactions, chemical calculations, and properties of gases. Upon completion, students will be able to describe the structure and components of basic atoms, use the periodic table to locate important chemical information, describe several types of chemical bonds, and manipulate common chemical formulas and equations. (Prerequisite: COMM 1001, and MATH 1001 or MATH 1002.)

MATH 1001 College Algebra (5 cr.)

This course is designed to provide the student with a solid foundation in key algebra skills. Topics include solving and graphing linear, quadratic, and polynomial equations; composition and inverses of functions; rational and radical expressions, and modeling of exponential and logarithmic data. Upon completion, students will have cultivated the perspectives and the analytical skills required for efficient use, appreciation, and understanding of algebraic concepts. (Prerequisites: Placement exam or MATH 0099 and COMM 1001.)

MATH 1002 Applied Math (5 cr.)

This course is designed to provide students with accessible mathematical tools to analyze and solve real-world problems. Through the use of these tools, students build skills in critical thinking, and numerical, logical, and statistical reasoning as applied to workplace and everyday topics. Upon completion, students will be able to apply inductive and deductive reasoning to solve specific problems in mathematics. (Prerequisite: COMM 1001.)

NASC 1001 Environmental Science (5 cr.)

This course is designed to introduce environmental processes and the influence of human activities upon them. Topics include ecological concepts, population growth, natural resources, current environmental problems from scientific, social, political, and economic perspectives, and an introduction to the scientific method. Upon completion, students should be able to demonstrate an understanding of environmental interrelationships and an understanding of contemporary environmental issues. (Prerequisite: COMM 1001.)

PHSC 1001 Earth Science (5 cr.)

This course is designed to introduce students to the major concepts in astronomy, meteorology, and geology with selected examples of interrelationships. Topics include the Earth's air, water, and physical processes as they shape the physical world, with emphasis on the practical evaluation of the world's energy and environmental problems. Upon completion, students will develop and demonstrate an understanding of fundamental scientific principles, relate the study of Earth sciences to the world in which we live, become aware of and be able to express several major issues which affect the health of their community, and develop an appreciation for the natural processes that occur on Earth and how they impact and affect the natural world. (Prerequisite: COMM 1001, and MATH 1001 or MATH 1002.)

SCNC 4001 Analyzing Contemporary Scientific Controversies (5 cr.)

This course is designed to allow students to apply their knowledge of scientific inquiry to the study of scientifically unsubstantiated claims. Topics include claims about the paranormal and pseudoscience, and popular beliefs about the correlations between phenomena and suspected causes such as vaccinations and autism, plastics and cancer, and crime prevention and the death penalty. Upon completion, students will be able to articulate sound arguments for the validity or lack of validity of popular scientific claims as well as demonstrate an understanding of the reasons why popular beliefs in unsubstantiated claims persist. (Prerequisite: COMM 1001.)

STAT 3001 Statistical Methods and Applications (5 cr.)

This course is designed to provide the student with a foundation in statistical methodology and use of critical judgment in analyzing data sets. Topics include descriptive statistics, hypothesis testing, confidence intervals, t-test, one-way analysis of variance, correlation, and some non-parametric methods (e.g., chi-square tests). Upon completion, students will be comfortable analyzing and applying statistics to research problems and to everyday life situations. (Prerequisite: COMM 1001.)

Social Science Courses

ANTH 3001 Indigenous Peoples in the Modern World (5 cr.)

This course is designed to develop a modern and inclusive understanding of indigenous peoples of the world. Topics include indigenous identity, historical continuity with pre-colonial and/or pre-settler societies, relationship to natural resources, and indigenous languages, cultures and beliefs. Upon

completion, students should be able to explain processes of indigenization, adaptation, and communication as phenomena of globalization. (*Prerequisite: COMM 1001.*)

GEOG 1001 World Regional Geography (5 cr.)

This course is designed to introduce students to the geographic method of inquiry used to examine, describe, explain, and analyze the human and physical environments of the major regions of the world. Topics include spatial and geographic perspective, as well as cultural, organizational, and environmental properties of geography. Upon completion, students will be able to identify the human and physical features that give uniqueness and diversity to world regional patterns on Earth's surface. (*Prerequisite: COMM 1001.*)

HIST 2005 World History 1900–1945 (5 cr.)

This course is designed to introduce students to the history of the modern world from 1900 to 1945. Topics include major historical events and global conflicts that shaped the development of the world from the Era of Imperialism through the end of World War II. Upon completion, students will use a historical perspective to evaluate global events and key changes that shaped the first half of the 20th century. (*Prerequisite: COMM 1001.*)

HIST 2006 World History 1945–2000 (5 cr.)

This course is designed to introduce students to the history of the contemporary world from 1945 to 2000. Topics include major historical events that shaped the development of the world from post-World War II decolonization through the post-Cold War era. Upon completion, students will use a historical perspective to evaluate global events and key changes that shaped the second half of the 20th century. (*Prerequisite: COMM 1001.*)

POLI 1001 American Government (5 cr.)

This course will help students understand their roles, rights, and responsibilities as citizens, as well as the key issues facing American government. Students will develop an appreciation for the struggle to acquire those freedoms and rights that citizens of the United States enjoy today and what they can as citizens do to maintain them. Students will discover the three principle purposes of government: maintaining order, providing public services, and promoting equality as they relate to how the American government functions. The tripartite system of executive, legislative, and judicial branches will be examined to understand their roles and relationships. (*Prerequisite: COMM 1001.*)

PSYC 1001 Introduction to Psychology (5 cr.)

This course is designed to introduce basic concepts, problems, and research methods in the science of psychology. Topics include perception, cognitive processes, learning, motivation, measurement, development, personality, abnormal behavior, and biological and social bases of behavior, including cross-cultural issues. Upon completion, students will have developed a general aptitude for the field of psychology and be able to explain basic psychological phenomena. **Note:** *For non-majors only. Psychology majors are required instead to complete PSYC 1002 and PSYC 1003.* (*Prerequisite: COMM 1001.*)

SOCI 1001 Introduction to Sociology (5 cr.)

This course is designed to teach students how to think critically about society and their own lives from a wide range of classical and contemporary perspectives. Topics include a balance of theory with current research findings, and an emphasis on social policy. Upon completion, students will have developed a sociological imagination as well as critical-thinking skills. (*Prerequisite: COMM 1001.*)

SOCI 2001 Multicultural Dimensions of Society (5 cr.)

This course is designed to promote the ability to understand, respect, and value diversity through real-life student experiences and reflections. Topics include teamwork, leadership, communication, and conflict management among people with diverse life experiences. Upon completion, students should be able to develop appropriate, flexible approaches to successfully identifying and managing diversity issues in the workplace. (Prerequisite: COMM 1001.)

SOCI 4080 Social Responsibility (5 cr.)

This course is designed as an interdisciplinary synthesis of learning for Walden University undergraduates through the lens of civic engagement and social responsibility. Topics include problem-solving in contemporary society. Upon completion, students will have developed awareness and skills to sustain and advance the communities in which they live. (Prerequisite: All required general education courses completed.)

ACCT

ACCT 1001 Accounting I (5 cr.)

An introduction to accounting, this course presents the basic techniques and procedures of accounting for organizations. Students completing this course are expected to understand the policies and procedures in an accounting system; be able to prepare basic financial statements; understand the acceptable methods of valuing assets, liabilities, and owner's equity, and appreciate the value of computer technology in accounting. (Prerequisites: BUSI 1001 and MATH 1001.)

ACCT 2001 Accounting II (5 cr.)

Accounting II is a continuance of the principles learned in Accounting I. The course presents the basic techniques and procedures of accounting for organizations and corporations. Students completing this course are expected to have a clear understanding of corporate reporting and the basic elements of managerial accounting. Development of managerial decision-making skills will be completed through the coverage of cost behavior, job-order, cost-volume-profit analysis, performance planning and budgeting, standard costs and variance analysis, relevant costs, and the statement of cash flows. (Prerequisite: ACCT 1001.)

ACCT 2002 Managerial Accounting: Introduction to Financial Planning and Analysis (5 cr.)

This course reviews cost-volume-profit analysis, capital budgeting, operational budgeting, forecasting tools, and performance measurement. Strategic management and decision-making using accounting information are emphasized. Case studies and other practical applications are used. (Prerequisite: ACCT 2001.)

ACCT 3001 Intermediate Accounting I (5 cr.)

This course is the first in a four-course sequence. It reviews the principles of accrual accounting and the accounting cycle and emphasizes the presentation of transactions on financial statements. It emphasizes the conceptual framework and measurement principles underlying financial accounting. Financial statement presentation and format are reviewed. The relationship between the reporting and auditing functions in corporations is emphasized. The course uses the Financial Accounting Standards Board's

Accounting Standards Codification and International Financial Reporting Standards. (*Prerequisite: ACCT 2001.*)

ACCT 3002 Auditing and Internal Controls (5 cr.)

This course reviews issues related to auditing a company's financial statements, internal controls, and digital accounting systems. Topics covered include professional ethics, audit planning and documentation, audit evidence, statistical tools, materiality and risk, and audit reports for different assurance and non-assurance services. The course uses the American Institute of CPAs Codification of Auditing Standards and the Rules and Standards of the Public Committee Oversight Board. (*Prerequisite: ACCT 2001.*) *Note: Concurrent enrollment in ACCT 3001 is recommended.*

ACCT 3003 Intermediate Accounting II (5 cr.)

This course is the second in a four-course sequence and is a continuation of ACCT 3001 Intermediate Accounting I. It reviews the measurement and reporting principles for cash, receivables, inventories, and investments. Financial statement presentation is emphasized and the relationship to the auditing function is discussed. The course uses the Financial Accounting Standards Board's Accounting Standards Codification and International Financial Reporting Standards. (*Prerequisite: ACCT 3001.*)

ACCT 3004 Intermediate Accounting III (5 cr.)

This course is the third in a four-course sequence and is a continuation of ACCT 3003 Intermediate Accounting II. It reviews the measurement and reporting principles for property, plant, and equipment, as well as intangibles, and current liabilities and contingencies. Financial statement presentation is emphasized and the relationship to the auditing function is discussed. The course uses the Financial Accounting Standards Board's Accounting Standards Codification and International Financial Reporting Standards. (*Prerequisite: ACCT 3003.*)

ACCT 3005 Intermediate Accounting IV (5 cr.)

This course is the fourth in a four-course sequence and is a continuation of ACCT 3004 Intermediate Accounting III. It reviews the measurement and reporting principles for stockholders' equity, retained earnings, and long-term liabilities. Financial statement presentation is emphasized and the relationship to the auditing function is discussed. The course uses the Financial Accounting Standards Board's Accounting Standards Codification and International Financial Reporting Standards. (*Prerequisite: ACCT 3004.*)

ACCT 3006 Accounting Information Systems (5 cr.)

This course reviews the fundamental concepts of accounting systems design. Topics covered include the technology of accounting systems, file processing, database concepts and tools, internal control and risks, auditing the information system, and using the information system to perform audit functions. Projects use commercial accounting software. (*Prerequisite: ACCT 2001.*)

ACCT 4001 Government and Non-Profit Accounting (5 cr.)

This course reviews the measurement and reporting principles for governmental and non-profit organizations. The concepts of fund accounting, budget and control issues, and revenue and expense recognition are discussed. Financial statement presentation for each type of organization, fund, and account group is emphasized. The course uses the Financial Accounting Standards Board's Accounting Standards Codification and pronouncements of the Government Accounting Standards Board. (*Prerequisite: ACCT 3004.*)

ACCT 4002 Advanced Financial Accounting I (5 cr.)

This course is the first in a three-course sequence and continues the approach used in the Intermediate Accounting sequence. It reviews the measurement and reporting principles for leases, pensions, equity

compensation, derivatives, and earnings per share. Financial statement presentation is emphasized and the relationship to the auditing function is discussed. The course uses the Financial Accounting Standards Board's Accounting Standards Codification and International Financial Reporting Standards. (*Prerequisite: ACCT 3005.*)

ACCT 4003 Advanced Financial Accounting II (5 cr.)

This course is the second in a three-course sequence and continues the approach used in the Intermediate Accounting sequence. It reviews the measurement and reporting principles for correction of errors, the statement of cash flows, segment and interim reporting, and deferred taxes. Financial statement presentation is emphasized and the relationship to the auditing function is discussed. The course uses the Financial Accounting Standards Board's Accounting Standards Codification and International Financial Reporting Standards. (*Prerequisite: ACCT 4002.*)

ACCT 4004 Advanced Financial Accounting III (5 cr.)

This course is the third in a three-course sequence and continues the approach used in the Intermediate Accounting sequence. It reviews the measurement and reporting principles for mergers and acquisitions. Financial statement presentation of business combinations is emphasized and the relationship to the auditing function is discussed. The course uses the Financial Accounting Standards Board's Accounting Standards Codification and International Financial Reporting Standards. (*Prerequisite: ACCT 4003.*)

ACCT4005 Federal Taxation I: Individual Taxation (5 cr.)

This course reviews the federal income tax structure and the application of income tax accounting to the taxation of individuals and sole proprietorships. Topics include federal income tax laws governing gross income, deductions, calculation of income tax rates, income tax credits, and the alternative minimum tax on individuals. (*Prerequisite: ACCT 2001.*)

ACCT 4006 Federal Taxation II: Corporate Taxation (5 cr.)

This course is a continuation of ACCT 4005 Federation Taxation I and reviews the application of income tax accounting to business entities, including corporations, partnerships, and entities taxed as partnerships and S corporations. Other areas covered include gift and estate taxes and income taxation of estates and trusts. Topics include the preparation of a corporate federal tax return and related schedules, allocation of partnership taxable income and other deductions, credits, and self-employment taxes, as well as loss carrybacks and carryforwards. (*Prerequisite: ACCT 4006.*)

ACCT4007 Treasury Management (5 cr.)

This course introduces students to practical professional applications in cash management, cash forecasting and budgeting, cash conversion cycles, accounts payable, and accounts receivable. Topics also include enterprise risk management, treasury management systems, foreign exchange management, off-balance sheet financing, and bank/financial institution management relations. (*Prerequisites: ACCT 1001, ACCT 2001, and FNCE 3001.*)

ACCT 4900 Accounting Capstone Project (5 cr.)

A capstone course is designed to bring together the knowledge gained through the entire college program and permit the student to demonstrate mastery of the various course competencies. The major course project in this capstone course is a strategic case study. Students are expected to apply and integrate a variety of skills, tools, and knowledge to assess the strategic issues in a real-world case analysis and arrive at recommendations for change and/or improvement. The course is designed to permit students to demonstrate their understanding and competency in complex problem identification and solution. (*Prerequisites: All required core and upper-division Accounting courses.*)

AMDS

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

This course covers the structure of the Knowledge Area Module (KAM) as well as research and writing techniques needed for the successful development of a KAM. Students draft a Learning Agreement for their first KAM, under an instructor's guidance. **Note:** Completion is required before KAM studies can begin in the Information Systems Management specialization. (Prerequisite: AMDS 8008 and all other core courses.)

AMDS 8008 Foundations for Doctoral Study (6 cr.)

The purpose of this course is to introduce students to Walden University and to the requirements for successful participation in an online curriculum. It provides a foundation for academic and professional success as a scholar-practitioner and social change agent. Course assignments focus on practical application of writing and critical thinking skills and promote professional and academic excellence. Major assignments include the preparation of the Professional Development Plan, Program of Study, and a sample KAM Learning Agreement. Note: Students in selected doctoral programs and specializations are required to take this course immediately upon enrollment, and must successfully complete it before proceeding with KAMs or coursework.

AMDS 8110 Management Information Systems (4 cr.)

This course provides broad coverage of information systems management concepts and trends underlying current and future developments, as well as principles for providing effective implementation of information technology. The course is heavily case- and discussion-oriented. A business case study is usually assigned, as well as one or more articles or chapters, for each class. Students are expected to be able to develop and define, as necessary, their position and reasoning on a variety of current issues in information systems as the course progresses.

AMDS 8125 Organizational Performance Improvement (4 cr.)

This course is designed to acquaint students with the concepts of performance improvement and process re-engineering. Achieving high-level improvements in organizational performance through redesigned business processes and using information technology to re-engineer an organization are central to the course.

AMDS 8135 Project Management (4 cr.)

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

AMDS 8215 Systems Analysis, Design, and Implementation (4 cr.)

This course examines the analysis, design, and development of computer-based information systems. The key characteristics of object-oriented methodologies are presented and compared with traditional methods. Students are introduced to the life-cycle concept and related activities including information requirements determination, prototyping, detailed systems design, development, testing, and implementation strategies.

AMDS 8225 Database Concepts (4 cr.)

This course examines database systems as the focus for studying concepts of data modeling, techniques of data definition, and data manipulation. Methods for creating, managing, sorting, and processing data files are discussed. Concepts of relational database methods and issues of managing information in a database are covered.

AMDS 8235 Communications and Networking (4 cr.)

Students learn the concepts and terminology of data communications, network design, and distributed information systems. Topics include communications equipment, protocols and architecture, transmission alternatives, communications environments, regulatory issues, and network pricing and management.

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

This online faculty development course not only teaches the skills and strategies necessary for effective online teaching, it also gives students firsthand experience communicating within the actual software environment they may be using to teach an online course. The course replicates the Walden online classroom and provides a model for online instruction. It takes students from the initial stages of course content creation through actual setup of a classroom site.

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

This option for advanced individual study is designed for students who wish to integrate learning from the core curriculum in preparation for advanced KAM and dissertation research.

AMDS 8305 Readings in Information Systems (4 cr.)

This course examines the Information Systems (IS) body of knowledge. Through a review of the literature, students classify and evaluate what accredited scholars and researchers have written on topics that interest them most. By studying the literature, students increase their understanding of what it means to be an IS doctoral student as well as a scholar-practitioner, including responsibilities, expectations, and roles.

AMDS 8316 Security Management and Risk Assessment (4 cr.)

This course covers the management aspects of information security from a business perspective. The focus is on assessing risks to an organization, identifying threats, and implementing safeguards on corporate networks and the Internet. Other topics include the return on security investment, business continuity planning, development of security policies, and information security auditing.

AMDS 8325 E-Commerce Strategies (4 cr.)

This course introduces students to the emerging theories and practices of e-commerce strategies. Strategies associated with both sides of the electronic commerce world are included: e-commerce solutions for existing companies and e-business concept development for venture startups.

AMDS 8335 Principles of Knowledge Management (4 cr.)

This course examines how information systems enable organizations to systematically identify, acquire, store, analyze, distribute, and reuse information and knowledge from all sources (e.g., internal and external, explicit and tacit) to enhance organizational productivity and competitiveness. The course also examines how information technology supports the organizational knowledge process. **Note:** *This is a 6-week course. Completion is required in the first four quarters of enrollment for students in the Knowledge Management and Learning Management specializations.*

AMDS 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. **Note:** *This is a 12-week course. Completion is required in the first four quarters of enrollment for students in the Knowledge Management and Learning Management specializations.*

AMDS 8801 Principles of Learning Management (4 cr.)

This course defines learning and the emergence of learning management and reviews the responsibilities of the chief learning officer and the foundations of adult learning and development. The role of corporate universities and distance learning in support of organizational learning is reviewed. **Note:** *This is a 6-week course. Completion is required in the first four quarters of enrollment for students in the Knowledge Management and Learning Management specializations.*

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

The course provides an opportunity to examine major organizational change initiatives and determine how Knowledge Management (KM) can be used to leverage these initiatives. Emphasis is placed on KM as an integral and essential component of an organizational system at both operational and strategic levels. Factors such as quality, systems thinking, environmental scanning, convergence, and constructive conflict are emphasized as essential contributors in the integration of KM in planning, decision-making, and implementing operational and strategic initiatives. Embedded system elements like leadership and corporate culture are also addressed. Because the adoption of a KM initiative may require structural and behavioral change to gain organizational acceptability, ways to circumvent roadblocks and pursue pathways to needed change are addressed. (*Prerequisites: Foundation and core courses; or permission of the program director.*)

AMDS 8811 Advanced Knowledge Management Concepts (4 cr.)

This course reviews the merging roles of chief knowledge officers and chief learning officers. It explores the future direction of knowledge management based on the history of knowledge, the demands of global competition, the needs of 21st-century organizations, and the views of futurists looking at both organizational change and organizational learning. (*Prerequisites: Foundation and core courses; or permission of the program director.*)

AMDS 8812 Expert Systems (4 cr.)

This course examines the role of expert systems in knowledge management, including the use of artificial intelligence, neural systems, and other advanced concepts in the creation, retrieval, and competitive use of knowledge. (*Prerequisites: Foundation and core courses; or permission of the program director.*)

AMDS 8813 E-Systems (4 cr.)

This course examines the role of e-systems, Internet, e-commerce, e-business, and business-to-business with knowledge management. It examines the new languages, HTML, and other emerging applications. (*Prerequisites: Foundation and core courses; or permission of the program director.*)

AMDS 8830 Adult Learning (4 cr.)

This course examines the foundational concepts essential for understanding and developing adult learning, including understanding the adult as a client, diagnostic procedures for adult education,

participative learning, and small-group theory in adult education. (*Prerequisites: Foundation and core courses; or permission of the program director.*)

AMDS 8831 Lifelong Learning (4 cr.)

This course examines the role of lifelong learning in improving effectiveness of adult learners and in strengthening career development. It examines how individuals use education to develop career options, while organizations use education to help obtain and retain the best individuals. (*Prerequisites: Foundation and core courses; or permission of the program director.*)

AMDS 8832 Education Design for Adult Learners (4 cr.)

This course examines the theories and concepts of the learning process, including intelligence, cognition, motivation, and facilitation of adult learners. It examines the design and development of adult learning curriculum. (*Prerequisites: Foundation and core courses; or permission of the program director.*)

AMDS 8833 Integration of Knowledge and Learning Management With Strategic Educational Initiatives (4 cr.)

This course examines the design and use of appropriate organizational learning, including the use of corporate universities, distance-learning techniques, and other advanced educational concepts. (*Prerequisites: Foundation and core courses; or permission of the program director.*)

AMDS 8899 Capstone Seminar (6 cr.)

This course integrates all of the previous work on knowledge and learning management, resulting in a comprehensive dissertation proposal for each student. (*Prerequisites: Foundation, core, and specialization courses, and at least one KAM; or permission of the program director.*)

AMDS 9000 Dissertation (30 cr.)

This course offers doctoral students the opportunity to integrate their Program of Study into an in-depth exploration of an interest area that includes the completion of a research study. Students complete the dissertation independently, with the guidance of a dissertation supervisory committee chair and committee members. Students complete a prospectus, proposal, Institutional Review Board application, and dissertation. Once students register for AMDS 9000, they will be registered each term until successful completion of the dissertation. (*Prerequisites: Foundation course, core KAMs, RSCH 8100Z, and RSCH 8200Z.*)

BUSI

BUSI 1001 Introduction to Business (5 cr.)

In this course, students gain a working knowledge of the essential principles and concepts of management theory and practice. This course is structured so that students examine the interrelationships among the major business disciplines and gain a comprehensive perspective with which to organize additional study in management. Practical applications of the manager's role in planning, organizing, staffing, directing, and controlling are demonstrated and evaluated. (*Prerequisite: COMM 1001.*)

BUSI 2002 Global Business (5 cr.)

A survey of the global business environment in the 21st century, this course introduces the basic concepts of global business activity and theory. Students are introduced to the major foreign environmental forces,

focusing on strategic management issues, including competitive, financial, economic and socioeconomic, cultural, political, legal, and labor factors. (*Prerequisite: BUSI 1001.*)

BUSI 2001 Business Law (5 cr.)

This course is designed to provide an overview of legal issues faced by managers, fundamental legal principles, how to understand contracts, and typical issues managers face, e.g., workplace law, contract disputes, and intellectual property. Topics covered include: understanding the fundamental legal principles in business and commerce; understanding and analyzing business contracts; legal issues in interviewing, hiring, and firing; developing, using, and defending intellectual property; and the regulatory context. (*Prerequisite: BUSI 1001.*)

BUSI 2003 Operations (5 cr.)

This course is designed to provide students with an overview of the concepts, methodologies, and applications of business operations management. Students learn about operations as related to the process of transforming resources into products and services. A focus of this course is the responsibility of operations managers to make sound, cost-effective decisions that increase the productivity and competitiveness of both manufacturing and service organizations. The process of planning, implementing, and monitoring operations allows managers to continuously improve in providing high-quality goods and services at low cost. (*Prerequisite: BUSI 1001.*)

BUSI 3001 Knowledge Management and Organizational Change (5 cr.)

Students learn how information systems enable organizations to systematically identify, acquire, store, analyze, distribute, and reuse information and knowledge from all sources (e.g., internal and external, explicit and tacit) to enhance organizational productivity and competitiveness. The course extends the theory of Knowledge Management and Intellectual Capital to the development of learning organizations and evaluates the definition of learning organizations and the creation of environments that facilitate knowledge growth and distribution. (*Prerequisite: BUSI 1001.*)

BUSI 3002 Ethical Leadership (5 cr.)

This online leadership course helps prepare students to assume a leadership role in the modern organization. The basic principles of leadership, motivational theory, the importance of communication, and current and future trends are introduced. Students assess, discuss, and learn how to apply their own styles of leadership in the workplace and the community. Emphasis is on ethical leadership through personal and interpersonal effectiveness and organizational development. Students also learn the importance of followership and the similarities between the roles of follower and leader at all levels of the organization. (*Prerequisite: BUSI 1001.*)

BUSI 3003 Dynamics of Change (5 cr.)

Students examine change as it impacts people, processes, and products. They learn to employ tools for dealing with and managing change. They learn methods for coping with change as an individual, a member of a group, and a member of an organization. (*Prerequisite: BUSI 1001.*)

BUSI 3004 Entrepreneurship for Small Business (5 cr.)

This course examines the processes required to undertake the creation and maintenance of a successful business enterprise, with an emphasis on small business. Students focus initially on startup basics for a new small business, followed by the details involved in the development of a business plan. Finally, the nuts and bolts of day-to-day business management are examined, with issues ranging from legal matters to employment decisions. (*Prerequisite: BUSI 1001.*)

BUSI 3005 Critical Thinking and Decision-Making (5 cr.)

Students become familiar with the importance of the scientific method as the basis for critical thinking and decision-making. Problem-solving and decision-making based on recognizing problems, gathering data, developing alternatives, and choosing a solution are critical skills for the professional manager. Throughout this course, students apply these skills to a variety of everyday business examples.

(Prerequisite: BUSI 1001.)

BUSI 3006 Advanced Business Law (5 cr.)

This course is a continuation of BUSI 2001 with an emphasis on business law topics that are included on the Uniform CPA Exam. Topics include law of agency, debtor-creditor relationships, bankruptcy, government regulation of business, real and personal property, commercial paper, and secured transactions. *(Prerequisite: BUSI 2001.)*

BUSI 4001 Business Capstone Project–Strategic (5 cr.)

A capstone course is designed to bring together the knowledge gained through the entire program and permits the student to demonstrate competency and mastery in the various course competencies. The major course project in this capstone course is a strategic case study. Students are expected to apply and integrate a variety of skills, tools, and knowledge to assess the strategic issues in a real-world case analysis and arrive at recommendations for change and/or improvement. This course is designed to permit students to demonstrate their understanding and competency in complex problem identification and solution. *(Prerequisites: All required core and upper-division business administration courses.)*

BUSI 4505 Jump-Start Your Future in the Borderless World (5 cr.)

This course focuses on the fundamental skills that are required for success in the professional life of a manager. Students focus on building the communication skills necessary for business. They complete an initial self-assessment of their current skills, styles, values, and knowledge to develop a baseline from which to grow and reflect throughout their career. They also begin work on a business plan or on a current business analysis. Finally, given the rapid rate of change in today's business environment, students develop the skills necessary to read and interpret events in the world as those events relate to business and learn to identify current and future trends and issues. *(Prerequisite: BUSI 4510. To register for this course, please contact the Academic Advising Team.)*

BUSI 4510 Leading People (5 cr.)

This course focuses on the human dimension of business, including individual and group behaviors and organizational culture. Students explore some of the basic dimensions of human resource management as those dimensions affect the organization and the employee. Students also explore contemporary thinking about leadership and its importance in today's business world. *(Prerequisite: BUSI 1001. To register for this course, please contact the Academic Advising Team.)*

CLRA

CLRA 6100 Introduction to Clinical Research (3 sem. cr.)

This course provides an overview of the clinical research enterprise from a historical and evolutionary perspective, including examples of landmark studies and controversies. Students consider the context in which human clinical study is designed and implemented, with a focus on the components, general principles, and issues in clinical research; types and classification of research studies; formulation of

research objectives and outcomes; definition and phases of clinical trial protocols; and the roles and responsibilities of the clinical research team and study sponsors. The course facilitates understanding of key medical terminology, including basic knowledge of health, wellness, and disease. The course also emphasizes development of critical thinking, as well as written, verbal, and interpersonal communication skills with attention to building competencies needed for student success within an online environment. Students begin development of a portfolio based on assigned learning activities, including a journal of interactions and interviews with clinical research administrators, an assessment of an organization's culture, and the identification of management challenges in clinical research.

CLRA 6115 Pathophysiological Basis of Clinical Research (3 sem. cr.)

This course provides basic knowledge of normal and pathophysiological mechanisms of disease, providing the foundation for clinical assessment, decision-making, and management of clinical trials. Attention is given to interpretation of the rationale and procedures underlying the clinical research protocol in order to adequately assess the subject's response to therapeutic interventions.

CLRA 6130 Ethical, Legal, and Regulatory Considerations in Clinical Investigations (3 sem. cr.)

This course explores the ethical, legal, and regulatory dimensions of human clinical research, as well as the variety of issues that arise in the conduct of clinical investigations. Ethical codes of conduct, regulatory requirements, and existing laws that govern clinical research are examined in the context of historical events that contributed to their development. Topics include recruitment and protection of human subjects; diversity and vulnerable populations in research; informed consent; privacy and confidentiality; the role of independent review committees (e.g., IRBs, IECs); and reporting of serious adverse events (SAEs). Other areas addressed are scientific integrity and misconduct, international research, relationships with industry, conflict of interest, intellectual property, and publications and authorship. Social and ethical implications of genetic technologies and research are also discussed.

CLRA 6145 Design and Conduct of the Clinical Protocol (3 sem. cr.)

This course provides an introduction to the basic elements of research design for clinical inquiry. Consideration is given to the methods and goals of clinical research; formulation of the research objective and hypothesis; identification of outcome measures; issues of reliability and validity; specification of the study population, with identification of exclusion and inclusion criteria; sample size calculation; randomization procedures; and documentation requirements; as well as data collection, analysis, and interpretation. Practical aspects of clinical trial management are presented, including the design of the Case Report Form (CRF), clinical laboratory management, outsourcing, and management of multicenter trials. The influence of health disparities and cultural diversity as factors that affect participation of subjects in clinical trials research is also addressed.

CLRA 6160 Good Clinical Practice (GCP) in Managing and Monitoring Clinical Trials (3 sem. cr.)

This course introduces the process and procedures of managing and monitoring a clinical trial from study initiation to closeout of the clinical study. The essential elements of good clinical practice (GCP), how regulations relate to this concept, and how GCP affects the practical elements of conducting clinical studies are examined. The basic tenets of GCP, including historical considerations, compliance, and recruitment of study participants are addressed, with a focus on quality assurance, data safety monitoring boards (DSMBs), as well as the practical challenges of multi-center or large-scale trials, protocol management and amendments, audits and various considerations for reporting requirements. Risk assessment and risk management as well as adverse event reporting and premature discontinuation of clinical studies are also described. Official guidance on GCP from the International Conference on Harmonization (ICH) will be emphasized as well as operational imperatives of GCP.

CLRA 6175 Biostatistics (3 sem. cr.)

This course addresses the application and interpretation of biostatistics in clinical research, including descriptive methodologies, commonly used statistical tests, confidence intervals, statistical inference and probability, analysis of variance, and considerations in powering a study. Basic concepts of data collection and analysis are presented using a statistical computer package such as SPSS. Development of the Statistical Analysis Plan (SAP), preparation of the statistical report, and integration in the Clinical Study Report (CSR) are also addressed.

CLRA 6190 Information and Data Management (3 sem. cr.)

This course examines the importance of information systems and information technology in increasing efficiencies in the management of clinical research data. The application of legal and ethical principles are considered, with attention to the development of a data collection and management plan that promotes information archiving and access as well as edit and query management. Issues of confidentiality and the security of information systems are addressed. The course also examines emerging technology that facilitates the capture and analysis of clinical study results, such as electronic data capture (EDC) and electronic case reporting forms (eCRF).

CLRA 6205 Product Development in the Pharmaceutical, Biotechnology, and Medical Device Industries (3 sem. cr.)

This course examines current trends and issues in the pharmaceutical, biotechnology, and medical device industries with a focus on how the commercial enterprise utilizes clinical research to bring products to market through the clinical development and regulatory process. Topics include the process by which discoveries become new drugs or medical devices, the pre-clinical process, and the development of the clinical research plan. Consideration is given to new drug and medical device applications, pre-market approvals, marketing authorizations, and post-marketing surveillance. Topics include pharmacogenomics, pharmacoepidemiology, recent safety concerns of regulators, globalization, the politics of drug pricing and health care reimbursement, product life-cycle management, outsourcing of studies to developing countries, patent strategies, and accelerated approval of medications. Case studies representing several therapeutic categories are analyzed from business, medical, scientific, ethical, regulatory, and biomedical engineering perspectives.

CLRA 6220 Health Economics and Financial Management in Clinical Research Administration (3 sem. cr.)

This course provides the foundations for economic evaluation and financial management in clinical research administration, with a focus on the development, analysis, and communication of economic and financial data in the context of clinical research. Special attention is given to health economic issues in the competitive global marketplace, such as resource scarcity and choice in the clinical research environment, cost/benefit considerations in study design and in evaluation of the clinical intervention, opportunity costs, quality of life considerations, valuation of research outcomes, and case studies from the National Institute of Clinical Excellence (NICE). In addition, the course considers financial management aspects of clinical research, including estimating the full cost of a clinical protocol, deciding whether to outsource, calculating direct clinical costs versus research administrative costs and institutional overhead, and developing and negotiating clinical trial budgets and payment terms with sponsors.

CLRA 6235 Epidemiology (3 sem. cr.)

This course provides an epidemiological approach to the study of incidence, prevalence, and etiology of disease and patterns of injury in populations, as well as the efficacy and effectiveness of prevention and intervention strategies to be considered in clinical trials. Key sources of data for epidemiological purposes

are identified. Students learn to calculate basic epidemiological measures and to draw appropriate inferences from epidemiological data and reports.

CLRA 6550 Practicum (3 sem. cr.)

The practicum provides an opportunity for students to apply and integrate in a clinical research setting the knowledge and skills they have acquired throughout the M.S. in Clinical Research Administration and further develop key professional competencies. This 200-hour field experience is aligned with students' academic and professional goals and proceeds under the supervision of a faculty member. It can occur at a clinical site where a research study is being conducted or with a research sponsor where a study is being planned or facilitated. Supervision by an on-site preceptor involved in the planning or conduct of a clinical research study is a critical component of the practicum. Students participate in an accompanying online seminar course and begin development of an ePortfolio based on assigned professional development activities, including a journal of interactions and interviews with clinical research administrators, an assessment of the research culture, and the identification of key management challenges in research administration. Ongoing monitoring and evaluation of student performance is provided by the on-site supervisor and the course instructor.

CLRA 6560 Capstone (3 sem. cr.)

The capstone is a continuation of the practicum and provides an opportunity for students to complete the number of hours required for their practicum in the M.S. in Clinical Research Administration, and to synthesize the practicum experience and the accompanying learning. Students also complete their ePortfolios based on their practicum experience as well as a substantive written paper or project in clinical research administration.

CMIS

CMIS 1001 Introduction to Information Systems (5 cr.)

This course presents a broad overview of the field of information systems, covering technology, application, and career issues. Students gain an appreciation of the role that information systems play in the lives of individuals, organizations, and societies. (*Prerequisite: COMM 1001.*)

CMIS 1002 Information Technology Infrastructure (5 cr.)

This course introduces some of the most important aspects of the technology infrastructure that underlies information systems. Students learn about both hardware (computers, networks, interface devices) and software (operating systems, middleware, applications, system software) elements. They also gain an appreciation of key issues of capacity, performance, reliability, scale, and obsolescence. (*Prerequisite: COMM 1001.*)

CMIS 1003 Object-Oriented Programming I (5 cr.)

This course introduces students to fundamental notions of computer programming in an object-oriented language. Key concepts include the representation of real-world objects, actions, and information in terms of data and algorithms; the translation and execution of computer programs; and the notion of an organized process of software development. Students gain hands-on practice in designing, creating, running, and testing programs. (*Prerequisites: COMM 1001 and MATH 1001.*)

CMIS 2001 Internet Computing (5 cr.)

Students learn how the Internet stitches together many disparate devices and software components into a flexible fabric that supports an enormous variety of uses. Topics include the design of the Internet protocol stack, the structure and function of some of the most important Internet services and applications, and Internet governance. Students learn how to apply concepts of performance, scale, and reliability in the design of information systems. (*Prerequisite: CMIS 1002.*)

CMIS 2002 Object-Oriented Programming II (5 cr.)

This course elaborates on Object-Oriented Programming I by delving deeper into the key concepts of programming with objects. Design concepts covered, which will play out in later courses, include hierarchy, modularity, and abstraction. In addition to furthering their hands-on programming experience, students will learn to use and create documentation in a Web-based environment. (*Prerequisite: CMIS 1003.*)

CMIS 3001 Computing and Society (5 cr.)

This course introduces students to the interaction of information systems with core social concerns: privacy, democracy, equity, security, economic progress, intellectual property rights, etc. Students learn to consider the social, ethical, and legal considerations inherent in the design and use of information systems. Issues are illustrated through real-world and hypothetical cases. (*Prerequisite: CMIS 2001.*)

CMIS 3002 Database Management Systems (5 cr.)

This course focuses on the representation and manipulation of information in relational database management systems. Students learn how to map real-world concepts onto relational representations, and how to manipulate them through relational queries to implement data-intensive applications. Students learn to use a core subset of the Structured Query Language (SQL), and learn how relational databases fit into a wide variety of practical information systems. (*Prerequisite: CMIS 2002.*)

CMIS 3003 Requirements Analysis (5 cr.)

A critical step in the development of information systems, and one in which the seeds of disaster often are sown, is the analysis and definition of system requirements, both functional and non-functional. In this course, students learn about the identification of stakeholders and techniques for requirement elicitation, representation (e.g. use cases), and life cycles (e.g. iterative methods, maintenance). Students carry out a small real-world analysis project solo or in teams. (*Prerequisite: CMIS 3002.*)

CMIS 3004 Object-Oriented Design (5 cr.)

Students learn the discipline of reducing requirements to the structural and functional design of information systems. Topics include conceptual modeling, design patterns, and application frameworks. Students learn the basics of modeling, design representations, and the role of Computer Aided Software Engineering (CASE) tools. (*Prerequisite: CMIS 3003.*)

CMIS 3005 Information Systems Project Management (5 cr.)

Students learn how information systems projects are organized and managed for efficiency and reliability. Topics include software process models, estimation, planning, and scheduling. Students examine case studies of successful and unsuccessful projects, and gain experience with some key elements of project management practice. (*Prerequisite: CMIS 3004.*)

CMIS 4001 CIS Capstone Course (5 cr.)

In the capstone course, students carry out an integrative independent study or design project that combines multiple aspects of their CIS program. They also review the work they have collected in their

portfolio, carrying out a thoughtful reflection on the field and their educational experience. They revisit the career priorities they expressed upon entry into the program, and consider their professional goals in the context of their education. They develop plans and goals for continued learning and career development, in the context of their personal goals and priorities. *(Prerequisites: All required core and upper-division business and computer information systems courses.)*

CMIS 4101 Information Security and Privacy (5 cr.)

Students learn the key concepts and concerns of information security and privacy, including technical, social, and policy issues. Fundamental notions of authentication, authorization, and encryption are examined in the context of everyday information systems activities. Students analyze case studies of security and privacy breaches to understand economic and human impact. *(Prerequisite: CMIS 2001.)*

CMIS 4102 Information Security Techniques I (5 cr.)

Students examine information security attacks and defenses at the individual computer level. Physical and software intrusions and defenses are considered. Students learn best practices in configuring and maintaining systems to minimize the risk of compromise. Topics covered include viruses, Trojan horses, physical compromise, stolen credentials, and related protective measures. *(Prerequisite: CMIS 4101.)*

CMIS 4103 Information Security Techniques II (5 cr.)

Students examine information security attacks and defenses in the network. Hardware and software vulnerabilities as well as denial of service attacks are considered, along with defensive measures. Students consider the social and technical aspects of anonymity in the network as they relate to network abuse and free speech. *(Prerequisite: CMIS 4102.)*

CMIS 4104 Computer Forensics (5 cr.)

Students learn basic approaches to analyzing information systems for evidence of illegal or inappropriate activities. They consider the legal, ethical, and policy implications of monitoring and forensic techniques. *(Prerequisite: CMIS 4103.)*

CMIS 4201 Human Factors (5 cr.)

This course introduces students to aspects of human perception and cognitive performance that inform the design of effective and usable information system interfaces. It also touches upon disabilities and appropriate adaptation thereto. Students learn rules of thumb that will help them to avoid some of the most common design gaffes. *(Prerequisite: CMIS 1001.)*

CMIS 4202 HCI Evaluation Methods (5 cr.)

Students learn empirical and heuristic methods for evaluating and improving human computer interfaces. Students learn to conduct and analyze user studies and how to measure interfaces against models of human performance. They also are introduced to ethical and regulatory issues in human studies. *(Prerequisite: CMIS 4201.)*

CMIS 4203 User Interface Development (5 cr.)

Building on their knowledge of user interface evaluation, students learn to synthesize effective and usable interfaces. In this course, students apply their requirements analysis skills to develop user interface designs, and apply rapid prototyping tools to innovate and iterate. *(Prerequisite: CMIS 4202.)*

CMIS 4204 Computer-Mediated Communications (5 cr.)

Students learn about the principal modes of computer-mediated communications among individuals and groups. The course incorporates a historical perspective, tracing the evolution of varying styles of communication, including the persistent recurrence of key concepts, such as links and threads. Students learn select approaches and tools for specific applications. (*Prerequisite: CMIS 2001.*)

CMIS 4301 Structure of the Health Care Industry (5 cr.)

Students examine the main elements of the health care industry in the United States and elsewhere, analyzing the interests and information needs of health care professionals, provider organizations, researchers, pharmaceutical companies, public health agencies, regulators, insurers, individuals and others. Trends toward, and obstacles to, information exchange are considered. (*Prerequisite: BUSI 1001.*)

CMIS 4302 Patient Records Practice and Policy (5 cr.)

This course examines trends in the development of standardized patient records for a variety of health-related applications. Students apply their requirements analysis and design skills to the challenges found in this field. Issues covered include privacy, confidentiality, standardization, and anonymization. (*Prerequisite: CMIS 4301 and CMIS 4101.*)

CMIS 4303 Health Care Information Systems Applications (5 cr.)

Students examine some of the most important classes of health care information systems, ranging from patient care management to epidemiology to billing to research data analysis. Case studies provide students with the opportunity to exercise their information systems design and analysis skills, as well as to consider social and ethical issues. (*Prerequisite: CMIS 4302.*)

CMIS 4401 Educational Uses of Computing (5 cr.)

This course examines the use of computer technologies in educational settings from childhood to adulthood, including both formal and informal modalities. Students analyze case studies of approaches including media, simulations, games, group interactions, design activities and more. They consider ancillary applications such as recordkeeping and research. They study debates on the appropriate uses of technology in education, and formulate their own positions on individual and social impacts. (*Prerequisite: CMIS 2001.*)

CMIS 4402 E-Learning Concepts and Systems (5 cr.)

Students examine key structural and functional elements of e-learning systems. Drawing upon both their experience as e-learners and their information systems expertise, they carry out group or individual projects focused on specific aspects of the learner experience, management functionality, and other properties of e-learning systems. (*Prerequisite: CMIS 2001.*)

CMIS 4501 Computer-Supported Collaborative Work (5 cr.)

Students examine existing systems and proposals for information support for collaboration in formal and informal settings, along with their organizational and cultural contexts. Drawing upon their own experience in online collaboration and their expertise in information systems analysis and design, they carry out case studies of new and improved collaboration capabilities. (*Prerequisite: CMIS 4204.*)

CMIS 4502 Web 2.0 Systems and Applications (5 cr.)

This course examines the phenomenon of “Web 2.0,” a cluster of technologies and applications centered around collaboration among users and their collective ability to add content and value to a community. Topics include social networks, special interest communities, volunteer collaborative efforts, and

innovative incentive systems. Students analyze the technical and commercial properties of different approaches. (*Prerequisite: CMIS 4204.*)

CMIS 4601 Information Systems Service Management (5 cr.)

This course examines the conception of information systems as collections of services, aggregated in a supply chain that stretches across organizations and continents. Students investigate the concept of Service Oriented Architecture and the various disciplines of open interfaces, open source software, service level agreements, and client-vendor relationships that allow complex assemblies of services to work. Students analyze the business and organizational strengths and weaknesses of different approaches. (*Prerequisite: ISYS 3001.*)

COMM

COMM 2001 Essentials of Group and Organizational Communication (5 cr.)

Now more than ever, organizations are looking for individuals who can work effectively in a group. Working on virtual teams and working with diverse people on those teams is an ever-growing reality. This course examines both classic and cutting-edge research on groups and teams and includes the following topics: Stages of team development; task and maintenance functions; developing team mission; vision, and goals that translate into objectives; creating team charters; building trust; handling conflict effectively; creating norms for working together; identifying priorities; meeting facilitation skills; working in virtual teams; valuing diversity; crisis communication; the impacts of groupthink; the uses of power; and encouraging creativity. (*Prerequisite: COMM 1001.*)

COMM 3001 Communication and Thought (5 cr.)

In this course, learners have the opportunity to examine the cognitive and affective aspects of communication, and to thus increase self-awareness. Topics include acceptance, perception, emotional intelligence, self-presentation, learning styles, models of human information processing, and aspects of the psychology of language. (*Prerequisite: BUSI 3005.*)

COMM 4001 Intercultural Communication (5 cr.)

This course is designed to promote the ability to communicate effectively in a diverse, global environment. Topics include the relationship of culture and personal identity to communication strategies. Upon completion, students should be able to distinguish the modes and styles of communication unique to their personal culture from the cultures of others, explain the theories of cultural differences, anticipate and overcome challenges in cross-cultural situations, and apply effective cross-cultural communication skills to academic, personal, and professional settings. (*Prerequisite: COMM 1001.*)

COMM 4101 Organizational Communication (5 cr.)

One of the greatest challenges in trying to move beyond the reach of the traditional organization is that of effective and purposeful communications. This course arms the learner with an approach and a plan to address the needs of creating change, driving strategy, and engaging multiple levels within a corporate or organizational setting. The challenges and pitfalls of communications within complex environments are addressed, to prepare the learner to create successful communication strategies and outcomes within these environments. (*Prerequisite: MGMT 4401.*)

COMM 4901 Communication Capstone (5 cr.)

The terminal course concludes the course of study in communications by integrating the theory and practice developed throughout the program. This is achieved through the learner's creation of a comprehensive communications plan, applying concepts and tools appropriate to the needs of the setting the student has chosen, based on an assessment of that setting—strategic direction, audience or market, advantages, weaknesses, obstacles, and opportunities. (*Course completed after all other requirements have been met.*)

COUN

COUN 6000 Foundations for Graduate Study in Mental Health Counseling (6 cr.)

This course introduces students to Walden University and to the requirements for successful participation in an online curriculum. It provides a foundation for academic and professional success as a scholar-practitioner and social change agent. Course assignments focus on practical application of writing and critical-thinking skills and promote professional and academic excellence as they relate to practice in psychology and counseling.

COUN 6100 Introduction to Mental Health Counseling (5 cr.)

This course introduces students to the mental health counseling profession. The history, philosophy, and theoretical foundations of the profession; orientation of the profession; scope of practice; credentialing; and other professional issues are explored. Focusing on student as a future mental health counselor, the course provides an overview of the mental health counseling program and the competencies of the profession.

COUN 6205 History and Systems of Psychology (5 cr.)

This course focuses on the historical and philosophical roots of psychology and counseling. Topics include structuralism, functionalism, behaviorism, psychoanalysis, gestalt, and existentialism, as well as contemporary perspectives including evolutionary psychology, positive psychology, postmodernism, and feminist psychology. Themes of diversity and multiculturalism in psychology and counseling are highlighted within each of the perspectives.

COUN 6215 Lifespan Development (5 cr.)

This course provides students with an overview of development through the lifespan, including childhood, adolescence, adulthood, and aging experiences. Physical, social, emotional, and cognitive issues are covered, as well as the expected developmental milestones during each of these phases of development. The latest research in attachment theory, brain research, and aging is included, and themes of diversity issues related to developmental research are highlighted throughout the course.

COUN 6220 Psychology of Personality (5 cr.)

This course introduces students to the major theories of personality and personality assessment approaches. Research that supports various theories is presented. Basic concepts and principles of the various schools of thought are discussed. Major topics include psychoanalytic, biological, behaviorist, learning, social-cognitive, trait and skill, humanistic, and existential aspects of personality, as well as individual, cultural, and gender differences in personality. Themes of diversity are highlighted throughout the course.

COUN 6225 Biopsychology (5 cr.)

This course reviews the structure and functions of the central and peripheral nervous systems and explores the impact of neurobiology, endocrinology, and physiology on human behavior. Major topics include brain functioning, including exploration of neural conduction, effects of neurotransmitters, sensory systems, and mechanisms of attention, memory, perception, and language. Issues related to neuroplasticity, lateralization, and regeneration are addressed.

COUN 6235 Cognitive Psychology (5 cr.)

This course, illuminated by cognitive neuroscience, examines various domains of cognitive psychology including how information is acquired (i.e., basic learning processes, perception, and attention); fundamental issues of memory and representations of knowledge; language and understanding; thinking (e.g., reasoning, problem-solving, expertise and creativity, and judgment and decision-making); and emotions. The course begins with an overview of the history of the field and approaches used to study the mind; it continues with an examination of the fundamentals of cognition. Additionally, it explores individual and cultural differences across domains.

COUN 6250 Group Process and Dynamics (5 cr.)

This course prepares students to work with groups in various settings. It examines group theory, process, and dynamics. Using relevant literature, multimedia resources, and scholar-practitioner model, students develop an understanding of culturally and contextually relevant group practice, group leaders' roles and responsibilities, the relevance and purpose of group work, and strategies for using groups to foster social change.

COUN 6305 Statistics I (5 cr.)

This course provides students with a thorough analysis of basic descriptive and inferential statistical methods commonly used in the social sciences and the skills with which to write, analyze, and critique social science research. Methods include computation and analysis of frequency distributions, measures of central tendency, and statistical hypothesis testing. Statistical tests (and underlying assumptions) include *z*-score, single-sample, independent-samples and related-samples *t* tests, analysis of variance, correlation, regression, and chi-square tests. This course includes an introduction to and use of the SPSS statistical software package.

COUN 6310 Research Design (5 cr.)

This course provides students with a foundation in the design of qualitative, quantitative, and mixed-method approaches to psychological research. Students learn the strengths and limitations of each method and under what circumstances each approach would be the most appropriate research design. Students learn how to identify a topic for research, how to conduct a literature search, and the importance of scholarly writing. Students learn to write a research proposal, addressing the following key elements: researching, writing an introduction, stating a purpose for the study, identifying research questions and hypotheses, using theory, defining the significance of the study, and collecting and analyzing data. Students are exposed to legal and ethical issues associated with human subjects' protection. (*Prerequisite: COUN 6305.*)

COUN 6314 Program Evaluation (5 cr.)

This course introduces students to evaluation research. Topics include the history and theory underlying program evaluation, approaches to evaluation, procedures and techniques for entering a group for which one would provide evaluation services, selecting appropriate quantitative and/or qualitative models and techniques used to perform the evaluation, strategies for getting gatekeepers to be invested in the

development of the research and in the outcomes, demonstration of program effectiveness, and dissemination of results to stakeholders. (*Prerequisites: COUN 6305 and COUN 6310.*)

COUN 6315 Tests and Measurement (5 cr.)

This course provides students with an overview of the different types of tests used in clinical, educational, and organizational settings. It includes a comprehensive examination of psychometric properties used to develop and evaluate these instruments. Topics include normative sampling and standardization, reliability and validity, test score interpretation, and test development. The course also addresses ethical, legal, and sociocultural issues including cultural bias and fairness. Professional standards for testing provide a foundation for the course. (*Prerequisite: COUN 6305.*)

COUN 6331 Interviewing and Observational Strategies (5 cr.)

This course focuses on principles and skills related to interviewing and observation, as well as related legal, ethical, and cultural issues. Students gain practice in conducting interviews, making behavioral observations, collecting and interpreting data during an interview, and developing written reports of findings. **Note:** *In addition to the course materials listed by the university bookstore, this course also requires that students have access to a video recording device, a tripod, and an audio recording device, which they will begin using the first week of class.*

COUN 6341 Psychological Assessment: Cognitive (5 cr.)

This course introduces students to basic skills related to cognitive and academic achievement testing. Students are presented with theoretical basis, skill sets, and examples, and learn to establish and maintain rapport in a testing situation; administer, record, and score specific measures of cognitive ability and academic achievement; interpret test results; and summarize results in a written report. The focus is on applied aspects of psychological testing. (*Prerequisites: Matriculation into Counseling Psychology, Clinical Psychology, or School Psychology specializations, or M.S. in Mental Health Counseling students by permission; a grade of B or better in COUN 6315 or in another graduate course in tests and measurements.*)

COUN 6351 Psychological Assessment: Personality (5 cr.)

This course introduces students to basic skills related to assessment of personality and social-emotional functioning. Students are presented with theoretical basis, skill sets, and examples, and learn to establish and maintain rapport in a testing situation; administer, record, and score specific measures of personality and social-emotional functioning; interpret test results; and summarize results in a written report. The focus is on applied aspects of psychological testing. (*Prerequisites: Matriculation into Counseling Psychology, Clinical Psychology, or School Psychology specializations, or M.S. in Mental Health Counseling students by permission; a grade of B or better in COUN 6315 or in another graduate course in tests and measurements.*)

COUN 6390 Thesis (12 cr. minimum—6 cr. per term for 2 terms)

This course provides students with the support and resources needed to integrate their Program of Study logically and comprehensively into an in-depth exploration of a topic of research interest. The thesis, either a critical literature review with a proposed research design or an empirical study, is the final outcome of the course. Students complete the thesis independently under the mentorship of a thesis chair. Students are registered for COUN 6390 until successful completion of the thesis. (*Prerequisites: COUN 6305, COUN 6310, COUN 6315, and an additional three courses.*)

COUN 6511 Treatment of Forensic Populations (5 cr.)

This course provides students with the basic knowledge necessary to evaluate and subsequently treat many different forensic populations. Various forensic populations such as sex offenders, substance abusers, victims of crime, and employee assistance to law enforcement personnel will be covered. The use of traditional forms of intervention, such as individual and group psychotherapy, as well as recent developments in intervention, such as restorative justice, will be addressed.

COUN 6512 Juvenile Justice, Delinquency, and Development (5 cr.)

The focus of this course is on the various aspects of the juvenile justice system and the population that it serves. As such, a thorough understanding of normal juvenile development is provided as a backdrop in which to better apply current juvenile justice codes and case law. The changing landscape of the juvenile justice field based on current research with its population will be covered.

COUN 6671 Counseling Practicum (3 cr.)

The focus of this course is on the practicum, which is an essential component of applied professional training. Students complete supervised practicum experiences that total a minimum of 100 hours, allowing them to develop their counseling skills while under supervision. Students communicate with the class and the practicum instructor at least twice a week during the quarter to discuss cases and present videos of student-client sessions. (*Prerequisite: Approval of the coordinator of field training.*)

COUN 6682 Counseling Internship (6 cr.—3 cr. per term for 2 terms)

The internship provides mental health counseling students with an upper-level, supervised “capstone” clinical experience designed to refine and enhance their basic counseling skills, integrate their professional knowledge and skills, and continue their development in specialization areas. (*Prerequisite: COUN 6671 and approval of the coordinator of field training.*)

COUN 6700 Psychology and Social Change (5 cr.)

This course focuses on the theories of social and personal change. Topics include power and social inequalities, ethnic inequalities, global environment and social change, issues related to gender and sexism, and homophobia. In addition, students are presented with impact of social change theories on children, families, and societies. The concepts of change agent and change advocate are explored as well as the role of the psychologist as change agent.

COUN 6705 Professional Identity and Ethics in Counseling (5 cr.)

This course provides students with an introduction to the field of professional counseling and the foundations of mental health counseling. The course addresses the following topics: history, philosophy, client and counselor advocacy with an emphasis on the counselor’s role as social change agent, cultural dynamics, consultation, and trends in professional and mental health counseling. The counseling profession’s ethical standards are also addressed with an emphasis on the ACA code of ethics and counselor ethical decision-making processes.

COUN 6720 Diagnosis and Assessment (5 cr.)

This course is an overview of what is commonly referred to as abnormal psychology; however, what constitutes normalcy is considered from multiple perspectives. Students explore the application of diagnostic criteria in various mental health work settings, such as schools, rehabilitation facilities, community agencies, and private practices. Environmental and biological factors contributing to behavioral disorders are considered using the scholar-practitioner model. Techniques are reviewed for the diagnosis and treatment of cognitive, emotional, and developmental disorders, as well as for

psychophysiological and psychosocial problems. Multicultural factors that complicate diagnosis are reviewed.

COUN 6721 Advanced Psychopathology (5 cr.)

This course provides an in-depth examination of current theory and research associated with major psychological disorders and with diagnosis. The major disorders are explored, including substance abuse and psychotic, mood, personality, somatoform, anxiety, mood, dissociative, and eating disorders. Application of the current diagnostic manual to actual clinical situations is emphasized. Current criticisms of the diagnostic system and discussion of alternative models are addressed. (*Prerequisite: COUN 6220.*)

COUN 6722 Counseling and Psychotherapy Theories (5 cr.)

This course summarizes the history and explores the primary concepts of the major approaches to counseling and psychotherapy in current use. The empirical foundations of each theory are examined, and examples are supplied showing how each method is applied to clients. Limitations of each approach are also explored.

COUN 6723 Multicultural Counseling (5 cr.)

This course is designed to increase students' awareness and knowledge of, and skills related to, multicultural counseling and the delivery of psychological services. Students explore diversity and identity issues and discuss their impact on the therapeutic relationship. The application of traditional theoretical orientations and current multicultural theories to culturally diverse groups is addressed. Topics include race and ethnicity, sex and gender, sexual orientation, social class, and age and ability. (*Prerequisite: Mental Health Counseling Residency I.*)

COUN 6724 Child Psychotherapy (5 cr.)

This course explores the psychological treatment of children from an array of theories and techniques, including play therapy. Issues of playroom organization, intake interviews, psychological assessment, and intervention are addressed. Typical play behaviors of children at various levels of development, cross-cultural aspects of play, and their meanings are explored. Treatment, evaluation, cultural sensitivity, and ethical practice with children are also presented.

COUN 6726 Couples and Family Counseling (5 cr.)

This course introduces students to theoretical perspectives and techniques, classical schools of thought, and recent developments in couples and family therapy. Culture, gender, and ethnicity factors in family development are explored. Theoretical frameworks in couples and family therapy, including psychosocial, psychodynamic, transgenerational, strategic, cognitive-behavioral, and social constructionist models, are reviewed and compared. The roles of culture, spirituality, and values in understanding families are explored.

COUN 6727 Religion and Spirituality in Counseling and Therapy (5 cr.)

This course provides an introduction to significant religious and spiritual movements, the interactions and divergences between religion and spirituality, and how these issues can emerge in counseling or therapy. Topics explored include values, assessment of religious manifestations, relations with clergy/spiritual leaders, use of bibliographic materials, ways to deal with religious/spiritual materials and themes presented by clients, cultural considerations that may intersect with religion and spirituality especially in relation to race, ethnicity, and nationality; sex and gender roles; sexual orientation; and treatment techniques.

COUN 6728 Substance Abuse Counseling (5 cr.)

This course examines psychological aspects of addictions involving alcohol, prescription medications, and illegal substances. Current research in the field of dependency and addiction is explored. Topics include diagnosis, models of treatment, treatment planning, use of group and family treatment plans, and efficacy of treatment. Strategies to promote change, including the transtheoretical model of behavior change, are discussed.

COUN 6740 Disaster, Crisis, and Trauma (5 cr.)

This course defines natural and human-made disasters (e.g., war, violence, genocide, terrorist activities), and reviews how they impact the psychology of individuals and groups. Topics include theories of trauma; actions and behaviors following a disaster; stress, coping, and adjustment difficulties; psychological disorders (e.g., post-traumatic stress disorder); and available resources to deal with trauma. The course emphasizes the importance and development of culturally appropriate service delivery programs and interventions for individuals affected and traumatized by disasters.

COUN 6742 Conflict, Conflict Resolution, and Peace (5 cr.)

This course represents a study of conflict, conflict resolution, and peace from psychological and social psychological perspectives. Students examine the concept of conflict and methods of addressing it, including management, resolution, and transformation; theories related to conflict resolution; approaches to conflict resolution, including negotiation and third-party interventions; and social psychological factors that influence conflict and conflict resolution. Students also consider the influence of culture in conflict and conflict resolution; the role of ethics; intractable and international conflicts; the concept of peace; and how third-party approaches can contribute to the peace process. Students apply conflict resolution approaches to conflicts at all levels, from interpersonal to those involving whole nations.

COUN 6743 Psychopharmacology (5 cr.)

This course provides an overview of the spectrum of psychotropic medications and their use in the treatment of mental and behavioral disorders. Topics include the role of the psychologist in prescribing medication and the efficacy of combining medication and psychotherapy. The focus is on the treatment of depression, anxiety, bipolar disorder, obsessive-compulsive behavior, schizophrenia, and childhood disorders; other psychological disorders as described in the DSM-IV-TR are reviewed. (*Prerequisite: COUN 6225.*)

COUN 6753 Vocational Psychology and Counseling (5 cr.)

This course examines major career development theories, assumptions, and implications for practice. Career information programs and systems in terms of their application to personnel assessment, counseling, development, and placement are reviewed. Focus is placed on the implications of individual differences in cultural, gender, and age-related issues. Students obtain a theoretical and practical basis for supporting individuals in vocation selection and career development.

COUN 6784 Psychological Consultation (5 cr.)

This course examines the history, theory, process, and methods in the field of psychological consultation. It reviews the qualifications and techniques required by the psychologist to consult in a variety of settings, including the courtroom, business and industry, and educational, mental health, and medical settings.

COUN 6785 Prevention, Intervention, and Consultation (5 cr.)

This course is designed to prepare students for their roles as counselors in prevention, intervention, and consultation endeavors with specific populations in specific settings. Using an action research model,

students will prepare a blueprint for a prevention, intervention, or consultation project for a community, agency, or organization.

COUN 6800 Capstone (5 cr.)

The course is the culminating experience for the Mental Health Counseling program. Students are given the opportunity to reflect on the program and their individual progress. The focus of the capstone proposal, which allows students the opportunity to contextualize their learning to a clinical area of interest, is a practical prevention, intervention, or consultation project grounded in scholarship and social change. Capstone proposals evaluate ethical and multicultural issues. Students present their capstone proposal to a group of peers and write a professional report summarizing the proposal.

COUN 6815 Contemporary Gerontology/Geriatric Psychology (5 cr.)

This course provides a multidisciplinary approach to the study of aging in contemporary societies. Biological, psychological, social, and societal contexts of aging are examined. Topics include historical and cross-cultural perspectives on aging, social theories of aging, managing chronic diseases, cognitive changes associated with aging, mental health issues, sexuality, and social interactions.

COUN 6820 Successful Practice Management (5 cr.)

This course examines management principles and practices for applied and consulting psychologists. Topics include client goal setting; systematic intake procedures; developing treatment/intervention plans; treatment coordination and progress assessment; scheduling and billing; practice demographics; risk management; staying current with research, legal, and ethical issues; and staff supervision.

COUN 6830 Psychology of Sexuality (5 cr.)

This course provides an exploration of sexuality from a variety of perspectives, including historical, psychological, sociological, anthropological, biological, public health, and media and cultural studies. Traditional understandings of sexuality (including male and female sexual anatomy, physiology, and response; variations across the life span; sexual communication; love and interpersonal attraction; and sexual “disorders”) are examined using a variety of theoretical perspectives, including essentialist and constructivist notions of sex, sexuality, and sexual identity.

COUN 6912 Mental Health Law (5 cr.)

This course examines several different aspects of the law related to mental health issues. Laws and court decisions that affect the practice of psychology—such as the Tarasoff ruling, mandated reporting, and the Health Insurance Portability and Accountability Act (HIPAA)—are addressed, as are the many areas of law that constitute forensic psychological practice, including civil matters (such as personal injury and civil competency issues) and criminal matters (such as competency to stand trial, criminal responsibility, diminished capacity, and death penalty issues).

COUN 8720 Diagnosis and Assessment (5 cr.)

This course is an overview of what is commonly referred to as abnormal psychology; however, what constitutes normalcy is considered from multiple perspectives. Students explore the application of diagnostic criteria in various mental health work settings, such as schools, rehabilitation facilities, community agencies, and private practices. Environmental and biological factors contributing to behavioral disorders are considered using the scholar-practitioner model. Techniques are reviewed for the diagnosis and treatment of cognitive, emotional, and developmental disorders, as well as for psychophysiological and psychosocial problems. Multicultural factors that complicate diagnosis are reviewed.

COUN 8722 Counseling and Psychotherapy Theories (5 cr.)

This course summarizes the history and explores the primary concepts of the major approaches to counseling and psychotherapy in current use. The empirical foundations of each theory are examined, and examples are supplied showing how each method is applied to clients. Limitations of each approach are also explored.

COUN 8723 Multicultural Counseling (5 cr.)

This course is designed to increase students' awareness and knowledge of, and skills related to, multicultural counseling and the delivery of psychological services. Students explore diversity and identity issues and discuss their impact on the therapeutic relationship. The application of traditional theoretical orientations and current multicultural theories to culturally diverse groups is addressed. Topics include race and ethnicity, sex and gender, sexual orientation, social class, and age and ability.

(Prerequisite: Mental Health Counseling Residency I.)

COUN 8726 Couples and Family Counseling (5 cr.)

This course introduces students to theoretical perspectives and techniques, classical schools of thought, and recent developments in couples and family therapy. Culture, gender, and ethnicity factors in family development are explored. Theoretical frameworks in couples and family therapy, including psychosocial, psychodynamic, transgenerational, strategic, cognitive-behavioral, and social constructionist models, are reviewed and compared. The roles of culture, spirituality, and values in understanding families are explored.

COUN 8728 Substance Abuse Counseling (5 cr.)

This course examines psychological aspects of addictions involving alcohol, prescription medications, and illegal substances. Current research in the field of dependency and addiction is explored. Topics include diagnosis, models of treatment, treatment planning, use of group and family treatment plans, and efficacy of treatment. Strategies to promote change, including the transtheoretical model of behavior change, are discussed.

COUN 8753 Vocational Psychology and Counseling (5 cr.)

This course examines major career development theories, assumptions, and implications for practice. Career information programs and systems in terms of their application to personnel assessment, counseling, development, and placement are reviewed. Focus is placed on the implications of individual differences in cultural, gender, and age-related issues. Students obtain a theoretical and practical basis for supporting individuals in vocation selection and career development.

COUN 8785 Prevention, Intervention, and Consultation (5 cr.)

This course is designed to prepare students for their roles as counselors in prevention, intervention, and consultation endeavors with specific populations in specific settings. Using an action research model, students will prepare a blueprint for a prevention, intervention, or consultation project for a community, agency, or organization.

CRJS

CRJS 1001 Contemporary Criminal Justice Systems (5 cr.)

What is criminal justice and how is it delivered and sustained? This course surveys contemporary criminal justice systems in the United States with emphasis on the roles of law enforcement, courts, and corrections. Students analyze the components of and major players in the criminal justice system and apply what they learn to current events and dilemmas. Students will address the duplication of police services in the United States from local, county, state, and the numerous federal law enforcement agencies and make recommendations to make the system more cost effective, efficient, and streamlined.

CRJS 2001 Criminology and Social Control (5 cr.)

People commit crimes for a variety of reasons. And crimes vary in their impact on individual victims and on society. This course examines the nature, causes, and typologies of crime and offenders; the impact on crime victims, as well as on major systems of social control; and policies and practices related to crime and social control. Students will research the etiology of crime and the various theorists contributing to the literature that addresses deviant behavior.

CRJS 2002 Juvenile Delinquency and Justice (5 cr.)

It's hard to imagine any toddler evolving into a juvenile delinquent. And yet some do. What is it that leads some juveniles along this path and is there a way to intervene in the process and outcome? This course considers biological, psychological, and sociological factors in juvenile delinquency as well as modern trends in prevention and treatment. The concept of juvenile justice also is explored. Students will consider the proper age that society should hold a juvenile criminally responsible and at what age juveniles should be tried as adults.

CRJS 2003 Criminal Law (5 cr.)

Books, movies, and television programs about crime, particularly those that feature criminals and trials, have been popular for decades. But there's more to criminal law than the theatrics that often are featured in such media. This course focuses on the concepts and processes related to criminal law, including criminal procedures, prosecution, defense, and court procedures and decision-making. Students will examine major criminal law violations and the differences between de-criminalization and legalization.

CRJS 3002 Courts and Judicial Process (5 cr.)

What happens in a courtroom is both complex and fascinating, as is evidenced by the popularity of courtroom drama, real and fictional. In this course, students analyze and apply information about the components of the judicial system including their structure, function, and processes; the professional roles within this system; and issues related to the courts and judicial process in an increasingly diverse society.

CRJS 3001 Corrections (5 cr.)

What is the goal of the corrections system? Is it punishment, rehabilitation, or both? This course examines the history of corrections and the practice and legal environment in corrections, including institutional and community-based programs and their relationship to other areas of the criminal justice system. Students study correctional philosophy and practices related to incarceration, diversions, community-based corrections, and treatment of offenders. Students analyze the role of corrections professionals and challenges facing corrections in a society that continues to change in demographics, norms, and expectations of criminal justice.

CRJS 3002 Courts and Judicial Process (5 cr.)

What happens in a courtroom is both complex and fascinating, as is evidenced by the popularity of courtroom drama—real and fictional. In this course, students analyze and apply information about the components of the judicial system, including their structure, function, and processes; the professional roles within this system; and issues related to the courts and judicial process in an increasingly diverse society.

CRJS 3003 Law Enforcement (5 cr.)

What is law enforcement? And what is involved in enforcing the law? This course focuses on the study and analysis of the history, theory, innovations, and practices of law enforcement and emphasizes the administration of justice through police organization, discretion, and subculture. Students will explore the pros and cons of individual police agencies, police consolidation, police contracting, and public safety agencies with regard to political and fiscal influences.

CRJS 3004 Data Analysis for the Criminal Professional (5 cr.)

How are data understood and used by the criminal justice professional? This course explores the uses of research and statistics and geographical information systems (GIS) in crime analysis and justice administration. Students explore a real-world perspective on the application of data analysis to criminal justice problems and solutions. The class will help support the student's ability to provide innovative criminal justice program development and management. Students will research the area of computerization and the role it plays in reduced police budgets. They will also address the question of whether data analysis and the use of GIS and the Global Positioning System (GPS) provide a greater tool for effective policing, allowing fewer police officers on the street but accomplishing the same level of service.

CRJS 3010 Profiling Serial and Mass Murderers (5 cr.)

Law enforcement officials characterize serial murder among one of the most abhorrent of all criminal behavior. Students examine the interest in serial and mass murder in popular culture and explore theories of criminal behavior. Topics include the history of serial killers in the United States, profiling, and serial murder and its relationship to gender and race. Students also apply criminal theories to cases of serial and mass murder.

CRJS 4101 Criminal Evidence and Investigation (5 cr.)

Criminal investigation is a critical duty at all levels of public and private law enforcement. Understanding proper collection, tagging, and processing of evidence, and the chain of custody is an integral part of such investigation. Students explore how to assess a crime scene; interview and interrogate witnesses and suspects; and use informants as well as other surveillance techniques in an investigation.

CRJS 4102 The Criminal Mind (5 cr.)

What makes the criminal unique? Criminal justice professionals confront criminal behavior in many forms. This course explores theories and research that provide cognitive, behavioral, and psychological explanations of criminal behavior. Knowledge of these theories enhances the student's ability to interact effectively with offenders.

CRJS 4103 Drugs, Gangs, and Organized Crime (5 cr.)

The implications of drug trade, gangs, and organized crime are felt throughout communities domestically and across the world. Students study domestic and international law enforcement efforts in managing issues of drugs and crime. Topics focus on urban problems involving drugs; gang processes and activity; and organized crime, as well as their impact on crime and the cost of policing in the United States.

CRJS 4150 Capstone: International Justice and Human Rights (5 cr.)

In this global society, international justice and human rights are topics on the top of the minds of people all over the world. This capstone course examines the concepts of human rights and the rule of law in the international arena. Students are asked to develop a capstone project or paper that integrates and applies the concepts of international justice, rule of law, and/or human rights with or to their area of concentration.

CRJS 4201 Restorative Justice (5 cr.)

This course explores a theory of justice and practice that—in contrast to an adversarial approach to justice—emphasizes repairing the harm caused by criminal behavior to the victim and community. Students study strategies for repairing harm by involving stakeholders in actions that transform the relationships among victims, offenders, communities, and criminal justice agencies in their response to crime.

CRJS 4202 Coordinated Community Response: Developing Community Resource Brokers (5 cr.)

This course integrates the identification of community resources with the development of both planned and ad hoc community responses to intervene in the lives of people affected by criminal incidents. Students explore how to assess the needs of affected persons—victims, witnesses, and offenders—and effective intervention strategies using existing or community resources.

CRJS 4203 Victimology (5 cr.)

This course focuses on the crime victim. Students will study different types of victimization; roles of and ethics related to the criminal justice practitioner who works with victims; the criminal justice system's response to victims; and victims' human and civil rights. Students explore and analyze contemporary problems and trends in victimology.

CRJS 4301 Terrorism (5 cr.)

What causes the terrorist threat level to move from orange to red? And what does it mean to the criminal justice system? This course focuses on topics related to domestic and international terrorism, including history, theory, patterns, and trends related to terrorism; roots, causes, and goals of terrorism; levels of threat and types of terrorism; and preparedness and response to terrorism by the criminal justice system. Students examine and analyze contemporary terrorist threats and movements.

CRJS 4302 Critical Incidents and Cross-Agency Coordination (5 cr.)

What happens when critical incidents occur and agencies that respond operate independent of one another? This course defines and describes critical incidents that present risks of widespread harm to communities. These incidents serve as the focus for the development of broad-based contingency planning and the development of strategies, policies, and procedures for cross-agency coordination. Students study ways to develop models of cross-agency coordination that anticipate prototypical critical incident responses.

CRJS 4303 Weapons of Mass Destruction and Disaster Response (5 cr.)

How would the criminal justice system respond to a weapon of mass destruction (WMD) or disaster incident? What specifically is its role? Topics in this course include types of WMDs (including biological and chemical threats) and disasters; the role of and methods used by the criminal justice system to respond to and manage such incidents; and the function of the National Incident Management System (NIMS) and the Incident Command System (ICS). Students consider the similarities and differences of the responses of the criminal justice system to WMD and disaster incidents.

CRJS 4401 Management and Supervision in Criminal Systems (5 cr.)

Managers and organizational leaders must learn how to successfully guide criminal justice organizations into the global 21st century. Students explore the skills necessary to plan, delegate, and effectively communicate with constituents as well as problem solve and make appropriate decisions.

CRJS 4402 Planning and Budgeting (5 cr.)

Planning and applying effective budgeting strategies are critical elements in managing corporate and government organizations. Students study short- and long-term financial analysis, policy development, and budget development. Additional topics include budget monitoring, control, planning, and accountability.

DDBA

DDBA 8005 Foundations for Doctoral Business Administration Studies (3 sem. cr.)

The purpose of this course is to introduce students to Walden University and to the requirements for successful participation in an online curriculum. Ethical issues related to business and management are covered in this course. It provides a foundation for academic and professional success from a practitioner approach and as a social change agent. Course assignments focus on practical application of writing and critical thinking skills and they promote professional practice and academic excellence. Major assignments include the preparation of the Professional Development Plan and Program of Study.

DDBA 8100 Doctoral Study Mentoring (non-credit)

The purpose of this course is to assist doctoral students in making steady progress toward the D.B.A. degree. The “instructor of record” for a section of the course is the chair of the doctoral study committee. Section participants are the students working with the faculty member at various stages of their doctoral study. The course provides a forum for ongoing exchange of ideas, input, and feedback between the student and the doctoral study chair as the student completes the coursework for the D.B.A. degree.

DDBA 8110 Business Operations: Systems Perspectives in Global Organizations (3 sem. cr.)

This course immerses students in how business operates in a global environment. Topics include supply chain management, process management, quality, innovation, forecasting, and decision-making in a global operations environment. Course assignments focus on the practical application of writing, creative, and critical-thinking skills, and the integration of professional practice at the doctoral level.

DDBA 8120 Information Systems: Global Management Strategies and Technologies (3 sem. cr.)

This course provides broad coverage of information systems management concepts and trends underlying current and future developments, as well as principles for providing effective implementation of information systems management. The course is heavily case- and discussion-oriented. A business case study typically will be assigned, as well as one or more articles or chapters, for each class. Students are expected to be able to develop and define, as necessary, their position and reasoning on a variety of information systems current issues as the course progresses. Course assignments focus on the practical application of writing and critical-thinking skills, and the integration of professional practice at the doctoral level.

DDBA 8130 Marketing: Strategic Innovation in Globally Diverse Markets (3 sem. cr.)

Today's world is so globally diverse and interactive that the old skills, and sometimes tools, of marketing are often insufficient. In this course, students will assume a global marketplace and will identify, adapt, and apply those skills and supporting tools with a knowledge base that will guide them to realize and create a globally competitive advantage in multiple and diverse scenarios and settings. The course moves beyond the essentials of the 5Ps, mix, differentiation and focused markets to grow students' abilities in blending this knowledge with other critical skills such as financial planning and data analysis. Students will hone skills in proposing and defending an organization's movement into new products and markets, using decision-based analytical tools in a socially responsible manner.

DDBA 8140 Finance: Fiscal Leadership in a Global Environment—Creating Competitive Responses and Building Corporate Opportunities (3 sem. cr.)

While the basic principles of finance and financial planning remain constant and well-established, the world within which those principles are applied knows nothing but change. Daily, there are risks of corporate challenges and insults ranging from local and national regulatory shifts and breeches to international complexities of emerging opportunities. These events create the foundation for building global skills in the financial and economic arenas for business leaders and managers. Through case studies and applied knowledge used in analytical projects, students will build skills and knowledge for leading organizations with ethical integrity and social accountability. Students also will apply important financial and economic concepts and tools that every key manager should understand. Learners explore the financial and monetary markets not only within the United States but also abroad to gain an economic context to apply the concepts and tools necessary to assess an organization's financial position and to explore alternatives to finance organizational ventures. The course also includes financial planning, budgeting, and other trends such as balancing risks. Importantly, learners are prepared to be key ethical players who are effective in leading an organization's financial capabilities, based in sound financial and economic principles.

DDBA 8150 Leadership: Building Sustainable Organizations (3 sem. cr.)

This course focuses on leadership dimensions of business such as globalization, individual and group behaviors, organizational culture and change, systems thinking, innovation, social responsibility, and sustainability. Students explore these basic dimensions of leadership as they affect the employee, the organization, the community, and the environment. Course assignments focus on the practical application of writing, creative, and critical-thinking skills, and the integration of professional practice at the doctoral level.

DDBA 8160 Business Strategy and Innovation (3 sem. cr.)

This course focuses on the development and implementation of business strategies that enable competitive advantage, with an emphasis on understanding the current environment and innovation in which the organization competes and forecasting how that environment may change. Course assignments focus on the practical application of writing and critical thinking skills and the integration of professional practice at the doctoral level.

DDBA 8427 Applied Research Methods—Qualitative and Quantitative (3 sem. cr.)

This seminar focuses on students' acquisition of substantive, foundational knowledge of the philosophy of science, including the construction, use, and critique of concepts and theories. Qualitative and quantitative frameworks for inquiry are introduced. Ethical, social, and political aspects of conducting research, producing knowledge for practice are examined. Quantitative designs covered include experimental and quasi-experimental, survey, causal-comparative, evaluation, and existing action research. Qualitative designs include case study, phenomenology, grounded theory, and ethnography. Assignments consist of knowledge demonstration and problem-solving for professional practice. Course

assignments focus on the practical application of writing and critical-thinking skills and the integration of professional practice at the doctoral level.

DDBA 8437 Quantitative Decision-Making in Professional Practice (3 sem. cr.)

This course develops students' skills in descriptive statistics, statistical inference, quantitative techniques including analysis of variance and covariance, multiple linear regressions, and various non-parametric techniques. Students will use qualitative data reduction and analysis and data management techniques. They also will be able to integrate qualitative and quantitative data for analysis. Students will learn to utilize software for data analysis. This research competency component is intended to focus on key concepts and issues in the conduct of data analysis in management-oriented social science research, including the role of distribution assumptions underlying various hypothesis tests, the computational details of various tests, and the use of readily available statistical software packages. It is specifically not expected that learners will become fully grounded in statistical methods; rather, it is hoped that students will learn what questions to ask about data analysis and be able to defend their use of specific techniques to be used in professional practice.

DDBA 8510 Seminar in Global Supply Chain Management (3 sem. cr.)

As globalization integrates all regions of the planet, business has become multinational and multimodal. Whether students work as manufacturers, retailers, or service providers, if they do business globally they will need to understand how products, services, and even information products develop from ideas to deliverables. In studying global supply chain management, students will learn the systems required to identify sources of people and material and how to ensure that the supply chain conforms to the highest expected business standards anywhere in the world. The course will accomplish its objectives by providing students current information through extensive use of recent journal articles and papers as well as classic articles and papers related to the field of study.

DDBA 8511 Seminar in Innovation Management (3 sem. cr.)

The "golden rule" in today's organizational environment is to "innovate or die." This course has been designed to provide learners with the concepts, processes, and tools to accelerate the rate, breadth, and depth of innovation within any organization. Specifically, the course has been designed to convey an understanding of what innovation is and is not, and how to establish the organizational policies, processes, and employee support infrastructure required to facilitate successful innovation throughout any organization. The course will accomplish its objectives by providing students current information through extensive use of recent journal articles and papers as well as classic articles and papers related to the field of study.

DDBA 8512 Seminar in IT for Competitive Advantage (3 sem. cr.)

Though many aspects of information technology are becoming staples in the business toolbox, competitive advantage is still possible through the development of unique applications and configuring technology in ways unique to an organization. This seminar looks at both the frontier of IT in business and new ways of applying IT to cut costs, increase customer satisfaction, and open new business opportunities. Social networking tools and Internet recognition strategies will also be examined for their potential business uses. The course will accomplish its objectives by providing students current information through extensive use of recent journal articles and papers as well as classic articles and papers related to the field of study.

DDBA 8521 Seminar in Change Management (3 sem. cr.)

The only constant in today's business environment is change. However, implementing change alone is not sufficient. It is also necessary to identify and prioritize the key organizational issues requiring change, and

to successfully implement the required changes. Furthermore, the required changes must be defined and aligned at the organizational, process, and employee levels. This course has been designed to help learners identify and focus on the key areas of the organization that should be prioritized for change initiatives and to develop and implement strategies that will increase the success rate of the key change initiatives. The course will accomplish its objectives by providing students current information through extensive use of recent journal articles and papers as well as classic articles and papers related to the field of study.

DDBA 8522 Seminar in Sustainability (3 sem. cr.)

The environmental crises facing the planet threaten the human race. The number one challenge for business is to conduct itself in a responsible manner through sustainable decisions. That means more than anticipating continuous profitability. This seminar will explore what it means to be sustainable from an environmental perspective and will explore the implications for business in terms of resource consumption, materials processing and disposal, and the impacts of the products we make and distribute. Students will look at the natural systems and how their condition influences doing business in a global economy, as well as what the long-term implications are for conducting business anywhere. The course will accomplish its objectives by providing students current information through extensive use of recent journal articles and papers as well as classic articles and papers related to the field of study.

DDBA 8523 Seminar in Law and Compliance (3 sem. cr.)

Recent years have been witness to numerous cases of suspected corporate greed as well as actual bankruptcy and fraud. These abuses followed by the housing-market collapse and its fallout in the investment community, have spurred the need for new regulatory pressures, laws (such as Sarbanes-Oxley), and compliance systems from either third-parties (such as the efforts of the Global Reporting Initiative, GRI) or new watchdogs developed to address the failure of the market's self-correcting mechanisms. This seminar will examine the new realities of doing business in today's sociopolitical climate from a legal perspective. The course will attempt to accomplish its objectives by providing students current information through extensive use of recent journal articles and papers as well as classic articles and papers related to the field of study.

DDBA 8524 Seminar in Multicultural Management (3 sem. cr.)

Both the growing cultural diversity within countries and the expansion of organizations' international initiatives have brought about the need to recognize, lead, and manage a broader cultural spectrum of workers, managers, and performance improvement teams. This course has been designed to define both the key organizational techniques that can be affected and the potential benefits stemming from managing multicultural workforces. Participants will study and develop analyses of case studies of both successful and unsuccessful attempts to realize the potential that can be derived from multicultural workforces and teams. The course will accomplish its objectives by providing students current information through extensive use of recent journal articles and papers as well as classic articles and papers related to the field of study.

DDBA 8531 Seminar in B2B Marketing (3 sem. cr.)

This seminar focuses on business-to-business marketing techniques, strategies, and customer acquisition and relationship building. Though usually seen as limited to Internet processes, students will explore the theory and conceptual challenges facing today's B2B marketing manager. Primarily, students will learn aspects of online promotion and advertising, communications strategies to promote online initiatives, and creative ways of developing the B2B channel. The course will accomplish its objectives by providing students current information through extensive use of recent journal articles and papers as well as classic articles and papers related to the field of study.

DDBA 8532 Seminar in Consumer Behavior (3 sem. cr.)

This seminar focuses on the characteristics of consumers from the perspective of why they purchase products and services and the expectation they have when doing business. More importantly, students will study both individual behavior and the psychology of choice, the motivation to buy, and how to maintain satisfaction after purchase. Consumer behavior will also be examined from a cultural (and subcultural) perspective, since markets, niches, and segments are influenced by forces beyond the individual. The focus of the seminar will be on how to manage the customer experience from attraction to a mutually rewarding relationship. The course will accomplish its objectives by providing students current information through extensive use of recent journal articles and papers as well as classic articles and papers related to the field of study.

DDBA 8540 Seminar in International Finance (3 sem. cr.)

International finance looks at how capital investment is undertaken, globally, and how financial markets and global trade influence investment opportunities. The seminar includes an overview of the impact of the liberalization of markets by the world's financial institutions—such as the World Bank, International Monetary Fund and World Trade Organization (WTO)—on trade, economies, and the competitiveness of countries, new markets, and exchange and interest rates. The course will accomplish its objectives by providing students current information through extensive use of recent journal articles and papers as well as classic articles and papers related to the field of study.

DDBA 8541 Seminar in Entrepreneurial Finance (3 sem. cr.)

This seminar explores the development of a small business from startup to financial security. Various sources of funding will be examined, from personal debt to partnerships with venture capitalists to conventional sources to, eventually, an initial public offering (IPO). Most importantly, learners will explore how funding should be structured, as well as the trade-offs and benefits for each model. Learners will also look at entrepreneurial equity and how to negotiate any agreement with funding sources. The course will accomplish its objectives by providing students current information through extensive use of recent journal articles and papers as well as classic articles and papers related to the field of study.

DDBA 8533 Seminar in Marketing Research (3 sem. cr.)

This seminar explores the processes and methods of studying markets with a focus on understanding the empirical research process. Marketing research methods will be surveyed in the context of understanding competitive opportunities, new product development, and positioning a product or service in the marketplace. Learners will become familiar with public databases, trend spotting, and futures research as well. The course will accomplish its objectives by providing students current information through extensive use of recent journal articles and papers as well as classic articles and papers related to the field of study.

DDBA 8990 Writing the Doctoral Study Prospectus (4 sem. cr.)

This course provides an opportunity to design the doctoral study prospectus in collaboration with program colleagues, and most especially with mentorship from a course instructor. In addition to reading about developing the prospectus in general, students may analyze examples of Walden University doctoral prospectuses covering a wide range of projects. Students refine their doctoral study questions, and further explore the research methods or project types that they may incorporate into their own doctoral study. Finally, students engage in the iterative process of writing their own prospectus, incorporating feedback from peers and the course instructor. Ultimately, the prospectus is offered by the student as a document for review for consideration by potential mentors for the student's doctoral study.

DDBA 9000 Doctoral Study Completion (4 sem. cr.)

This final doctoral study demonstrates a student's scholarly ability to examine, critique, and synthesize knowledge, theory and experience, so that new ideas can be tested; best practices identified, established, and verified; and theoretical, practice or policy constructs evaluated and advanced. In all cases, the doctoral study is a rigorous inquiry that results in new knowledge, insight or practice, demonstrating its efficacy in the world of business and management. The goal of the doctoral study is for the business professional to conduct an investigation that focuses on business practice within a designated context. Ultimately, every doctoral study makes a fresh contribution to the field of practice in the professional business environment.

ECON

ECON 1001 Macroeconomics (5 cr.)

This is an introductory course in macroeconomics that covers basic economic principles and their application to the macro economy. Topics covered include the principles of economic decision-making; definition and measurement of gross domestic product, national income, employment, inflation, and other variables commonly used by economists; factors affecting economic growth; description and application of models used to evaluate the effects of policies and changes in external variables on the economy; the roles of fiscal and monetary policies; the banking system; and the effects of globalization and international trade. (Prerequisite: MATH 1001, for business administration or computer information systems majors, or MATH 1002, for all other majors.)

ECON 1002 Microeconomics (5 cr.)

The principles of microeconomics explain how in a market economy the price system answers the fundamental economic questions: What goods and services are produced and distributed, and how and for whom? This course examines the behaviors of households that supply factors of production—natural resources, labor, and capital—to firms and that purchase consumer goods and services from firms. Also examined are firms that maximize profit through their decisions about acquiring factors of production, controlling costs of production, choosing the optimal level of output, competing with other firms under different market structures, and making investment decisions about entering new markets. (*Prerequisites: MATH 1001 and ECON 1001.*)

ECON 2001 International Economics (5 cr.)

This course covers the analytical frameworks and empirical data used to understand the increasingly dynamic world economy. Focus is on economic analyses that are of particular importance to business decision-makers in a global economy. This course also focuses on the economic conditions that impact firms' decisions about capital allocation, pricing, and employment. (*Prerequisites: ECON 1001 and ECON 1002.*)

EDAD

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

This course introduces research on learning and develops an understanding of how different approaches to instruction are informed by research. To move teaching to more effective strategies, leaders learn to

explain how and why learner-centered teaching enhances the achievement of all students, and learn how to overcome resistance among staff, students, and parents.

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

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

EDAD 6802 Using Data to Strengthen Schools (3 sem. cr.)

This course focuses on data-driven decision-making and the critical skills necessary to meet the needs of all children and to reach accountability expectations. Special emphasis is placed on the definition of action for effective schools—continuing analysis of the gaps between goals for student learning and actual student performance.

EDAD 6803 Allocating Resources Strategically and Structuring the Organization for Learning (3 sem. cr.)

This course focuses on research about effective schools, to provide guidance on the most productive ways to organize resources: time, people, money, and technology. Students learn to develop strategies to define the most important priorities, the overall educational design, and the organizational structures that best match the needs for improvement.

EDAD 6804 Enhancing Teacher Capacity and Commitment (3 sem. cr.)

This course focuses on the central role of school leaders—building human resources, from recruitment through induction to continuing professional development. It also covers methods for dealing with continuing ineffectiveness among members of school staff.

EDAD 6805 Facilitating Productive Working Relationships and School Culture to Enhance Student Learning (3 sem. cr.)

This course addresses critical functions of the school leader, including developing consensus that promotes action (effective decision-making process, patterns of communication, conflict resolution strategies); infusing leadership throughout the school (collaborative structures and strategies); and establishing a personal, ethical, and moral platform for leadership.

EDAD 6806 Collaborating With Families and Communities for Student Success (3 sem. cr.)

In this course, students develop the capabilities needed to identify and enlist the support of parents, as well as organizations and public agencies that serve youth and families, in ways that align with school goals. Special attention is paid to these functions in multicultural schools and communities.

EDAD 6807 Creating Positive, Safe, and Effective Learning Environments (3 sem. cr.)

Students in this course learn to treat differences and conflicts as opportunities for learning the social competencies that are essential to civic participation and interpersonal effectiveness, in school and beyond. The importance of safe and orderly environments for learning, with school cultures based on mutual respect among students, teachers, and staff, is recognized.

EDAD 6808 Meeting the Literacy Challenge: Leading New Initiatives (3 sem. cr.)

Literacy is at the core of success—in school and in life. The emphasis of this course is on what has been learned about teaching and learning, student assessment, professional development, parental and community involvement, and other related topics. Issues of curriculum and the effects of district and state policies on school improvement are explored in greater depth.

EDAD 6809 Implementing Continuous School Improvement (3 sem. cr.)

This course focuses on theories of change, with an emphasis on leadership behavior that promotes positive change over time. Based on the context of systems thinking, students demonstrate what it takes to structure a school that is a learning organization.

EDAD 6811 Internship 1 (3 sem. cr.)

This course provides students with authentic opportunities to apply what has been learned in courses and to expand what future educational leaders need to know and be able to do. The internship includes three components: practical applications of learning within courses, internship experiences while taking other courses, and development and evaluation of the ePortfolio. (*Prerequisite: All other courses, except EDAD 6812, in the Educational Leadership specialization.*)

EDAD 6812 Internship 2 (3 sem. cr.)

This course provides students with authentic opportunities to apply what has been learned in courses and to expand what future educational leaders need to know and be able to do. The internship includes three components: practical applications of learning within courses, internship experiences while taking other courses, and development and evaluation of the ePortfolio. (*Prerequisite: EDAD 6811.*)

EDAD 7002 Foundations: Administrator Leadership for Teaching and Learning (6 sem. cr.)

The purpose of Foundations is to engage learners with the environment, expectations, and content of post-master's work in the Administrator Leadership for Teaching and Learning program. Through participating in the course, learners will develop 1) facility with Walden University's online learning environment and understanding of the university's and the program's support systems and expectations and outcomes, and 2) knowledge about the field, synthesized with reflection on one's own experience.

EDAD 7200 Leadership for Today's Schools (6 sem. cr.)

Today's schools are dynamic places and demand leaders in all arenas, from the boardroom to the classroom. Leaders must understand how learning communities operate and thrive, and be prepared to deal with the demands of internal and external forces. The 21st-century leader who understands change theory will continually appraise the evolving needs of the learning community and apply a grounded knowledge base of theory and practical strategies supported by research. This course empowers leaders to explore current and future technology as they assess educational trends and issues. Learners will also analyze their own and others' paradigms and leadership styles, and determine best practices to promote positive social change.

EDAD 7201 Applied Research in Education (6 sem. cr.)

In Applied Research, learners will develop a broad understanding of theoretical frameworks and of the appropriate use of both qualitative and quantitative methods. The course will also focus on methods designed specifically for studying human development and how individuals learn. Methods will be explored through studying the philosophy of research and particular research strategies, reviewing literature in the field, and through searching for and critically analyzing literature relating to learners' individual interests.

EDAD 7202 Leading to Promote Learning (6 sem. cr.)

Research has considerably expanded our knowledge of teaching and learning in recent years. These gains have resulted in a new paradigm for the design and assessment of learning experiences. In this course, students will 1) advance their understanding of research methods as they examine literature about design and assessment; and 2) apply research-based principles to design a project to develop learning experiences for a specific population of learners whether on-site, online, or through a blended hybrid model.

EDAD 7203 Leading Professional Learning Communities (6 sem. cr.)

Grounded in research and theory about learning differences, this course explores the repertoire of practices that facilitate learning from both the teaching and learning perspective. These practices range from mentoring and coaching through collaborative engagement and reflective practices. Learners will deepen their understanding of research methods both through critiquing articles and by designing research studies to investigate specific learning practices.

EDAD 7900 School Leadership Capstone: Trends, Issues, and Global Perspectives (6 sem. cr.)

Since our current state of knowledge is guaranteed to change as research and technological innovations continue, it is necessary that we all function as lifelong learners. In this course, we examine some intriguing and potentially critical directions in adult learning; these include brain research, new technologies, and the impact of globalization. Learners will have opportunities to examine and reflect on effects of these trends on their own areas of interest. The Capstone concludes the program by providing a practical application of students' learning. Working in a consultative role as a K–12 professional, the student will engage in a real-world problem-solving project within their work environment.

EDAD 8001 Foundations for Doctoral Study (6 sem. cr.)

Through a series of interrelated learning activities, this course provides an understanding of and practice in the foundational skills and strategies for success in the Ed.D. program. Four major topics are explored: (a) establishing a comfort level with online learning and interpersonal relations, confirming program expectations, and planning for the successful completion of the program; (b) developing an understanding of the concept of constructivist leadership as represented in professional communities of learning; (c) demonstrating an understanding of critical-thinking and reading skills as evidenced in doctoral-level scholarly writing; and (d) analyzing and synthesizing current research as it leads to further inquiry. Students prepare a Doctoral Development Plan (DDP) and praxis (theory applied to practice) papers based on their individual professional interests and goals.

EDAD 8011 Proseminar: Leading to Promote Learning (6 sem. cr.)

The first Proseminar introduces leadership as a concept or construct rather than a position of authority. Students experience the concept of leadership by investigating the literature and analyzing real-life scenarios with a focus on student achievement. Students then apply the learning model to their own school scenario—by conducting pedagogical observations, interviewing colleagues, collecting data, reviewing the literature, and analyzing and reflecting on classroom/school practices in order to make a decision focused on equity and excellence of student achievement. The first comprehensive paper investigates a topic of personal interest related to professional leadership, theories and research about learners, and/or theories and research about instructional or curriculum practices.

EDAD 8015 Research Approaches (6 sem. cr.)

Educational leaders need to be well-informed about current developments in their fields of expertise. This course addresses the role of research in generating and testing theory, as well as in solving problems and making decisions. It emphasizes the importance of integrity in research and how to study human subjects responsibly and ethically. A variety of research approaches, research methodologies, and research designs are explored. The components of research design are examined, and students evaluate research for quality of design. Construction of questions for inquiry is explored.

EDAD 8021 Proseminar: Leading Communities of Practice (6 sem. cr.)

The second Proseminar expands the role of leadership from the classroom and school to the larger educational community. The course focuses on the development of knowledge, abilities, and dispositions necessary for the effective, participative, and productive leadership needed for sustainable education

reform. Topics covered in this course include creating professional partnerships, participating in collegial study teams, facilitating professional development of other educators, and adeptly using collegial and collaborative processes such as coaching and mentoring teachers and other leaders. An additional focus is on the relationship between the school and community stakeholders. The second comprehensive paper probes learning, teaching, and leading as the educator acts to influence the educational community through professional discourse and analytical reflection on investigations into the roles and practices of effective, inquiry-oriented school leadership. Legal, business, and/or political perspectives implications of these educational issues are investigated.

EDAD 8025 Quantitative Research (6 sem. cr.)

This research course is designed to provide an understanding and working knowledge of key quantitative data collection and analysis concepts. It approaches statistics from a problem-solving perspective with emphasis on selecting appropriate statistical techniques for various research designs and on interpreting and reporting findings. The important outcome is that each doctoral student will have an understanding of quantitative data analysis and be competent in reading, discussing, and applying statistical concepts and data results from quantitative studies.

EDAD 8031 Proseminar: Leading for Social Change (6 sem. cr.)

Leaders reach out to a larger community to discourse, question, and learn about issues and forces affecting teaching and learning in national and international schools. The focus of this Proseminar is to expand the educational leader's capacity for positive social change through reciprocal relationships with professional learning communities and initiatives related to quality education outcomes. Partnerships with community stakeholders, educational institutions, and other advocacy groups are studied in order to develop and refine the educator's ability to advocate for productive education policy at the local, state, national, and/or international levels. The comprehensive paper focuses on inquiry related to educational issues affecting quality schooling practices for K–12 and adult learners. Legal, business, and/or political perspectives implications of these educational issues are investigated.

EDAD 8035 Qualitative Research (6 sem. cr.)

This course explores the constructs and processes used in qualitative research studies. It provides practice in formulating qualitative questions related to problems encountered by teachers, identifying appropriate qualitative methods, and selecting study participants. Students practice constructing data collection protocols for interviews and observations. Students practice document analysis and apply coding and classification techniques for organizing and interpreting data. Techniques for ensuring the trustworthiness of qualitative findings are also explored. The important outcome is that each doctoral student will have an understanding of qualitative data analysis and will be competent in reading, discussing and applying statistical concepts and data results from qualitative studies.

EDAD 8040 Foundations: Administrator Leadership for Teaching and Learning (6 sem. cr.)

The purpose of Foundations is to engage learners with the environment, expectations, and content of doctoral work in the Administrator Leadership for Teaching and Learning program. Through participating in the course, learners will develop: 1) facility with Walden University's online learning environment and understanding of the university's and the program's support systems and expectations and outcomes; 2) knowledge about the field, synthesized with reflection on one's own experience and goals; and 3) doctoral-level critical-thinking and writing skills.

EDAD 8080 Doctoral Study Companion (non-credit—for 2 terms)

This doctoral study forum is designed to help students make the transition from building doctoral-level knowledge through Proseminars and residencies to developing their own terminal doctoral study projects. Students, assigned their mentors after semester 5, will work in this course space during semesters 6 and 7

with their committee members to formulate the plans that will eventually result in a formal doctoral study proposal and the final doctoral study, which is completed during EDAD 8090 Doctoral Study Intensive.

EDAD 8090 Doctoral Study Intensive (12 sem. cr.—6 sem. cr. per term for 2 terms)

The doctoral study demonstrates a student's scholarly talents to examine, critique, and synthesize knowledge so that new ideas can be tested; best practices identified, established, and verified; or theoretical or policy constructs evaluated and advanced. In all cases, the doctoral study is to be a rigorous, original inquiry that results in new knowledge, demonstrating its efficacy in the world of practice. The goal of the doctoral study is for the educational leader to conduct an investigation that focuses on learning, teaching, and leading within a designated community. **Note:** *The final two semesters of the Ed.D. program are dedicated to the doctoral study. If the doctoral study is not approved by the end of the second semester, students stay enrolled in 8090 until formal approval is granted. Additional semesters needed for completion of the doctoral study do not earn credit.*

EDAD 8140 Leadership for Today's Schools (6 sem. cr.)

Today's schools are dynamic places and demand leaders in all arenas, from the boardroom to the classroom. Leaders must understand how learning communities operate and thrive, and be prepared to deal with the demands of internal and external forces. The 21st-century leader who understands change theory will continually appraise the evolving needs of the learning community and apply a grounded knowledge base of theory and practical strategies supported by research. This course empowers leaders to explore current and future technology as they assess educational trends and issues. Learners will also analyze their own and others' paradigms and leadership styles, and determine best practices to promote positive social change.

EDAD 8141 Applied Research in Education (6 sem. cr.)

In Applied Research in Education, learners will develop a broad understanding of theoretical frameworks and of the appropriate use of both qualitative and quantitative methods. The course will also focus on methods designed specifically for studying human development and how individuals learn. Methods will be explored through studying the philosophy of research and particular research strategies, reviewing literature in the field, and searching for and critically analyzing literature relating to learners' individual interests.

EDAD 8142 Leading to Promote Learning (6 sem. cr.)

Research has considerably expanded our knowledge of teaching and learning in recent years. These gains have resulted in a new paradigm for the design and assessment of learning experiences. In this course, students will: 1) advance their understanding of research methods as they examine literature about design and assessment; and, 2) apply research-based principles to design a project to develop learning experiences for a specific population of learners, whether on-site, online, or through a hybrid model.

EDAD 8143 Leading Professional Learning Communities (6 sem. cr.)

The course expands the role of leadership from the classroom and school to the larger educational community. The course focuses on the development of knowledge, abilities, and dispositions necessary for the effective, participative, and productive leadership needed for sustainable education reform. Topics covered in this course include creating professional partnerships, participating in collegial study teams, facilitating professional development of other educators, and adeptly using collegial and collaborative processes such as coaching and mentoring teachers and other leaders. An additional focus is on the relationship between the school and community stakeholders. Legal, business, and/or political perspectives implications of these educational issues are investigated.

EDAD 8144 School Leadership: Trends, Issues, Global Perspectives (6 sem. cr.)

Since our current state of knowledge is guaranteed to change as research and technological innovations continue, it is necessary that we all function as lifelong learners. In this course, we examine some intriguing and potentially critical directions in adult learning; these include brain research, new technologies, and the impact of globalization. Learners will have opportunities to examine and reflect on effects of these trends on their own areas of interest.

EDAD 8145 Project Study: Research in Practice (6 sem. cr.)

This course provides an opportunity to design the project study in collaboration with program colleagues. In addition to reading about developing proposals in general, learners will analyze examples of Walden University Ed.D. doctoral proposals about a range of projects. Learners will also further explore the research methods or project types that they may incorporate in their own doctoral studies. Finally, learners will engage in the iterative process of writing their own proposals, including feedback from peers and their course instructors.

EDUC

EDUC 1001 Introduction to Education (5 cr.)

This course presents an overview of the field of early care and education. Emphasis is on the elements of high-quality programs, governing standards and regulations, and historical perspectives. The course will also focus on what it means to be a professional and on career options in the field of early care and education.

EDUC 1002 Pioneers and Philosophies of Education (5 cr.)

This course examines the historical and philosophical roots of educational programs for children, beginning with the ancient Greeks. Students will explore thinkers and philosophies that have influenced current ideas about effective practices, beginning with early childhood education. The course also critically examines educational philosophies and methods in light of current social, political, and economic forces impacting children, families, and the field. Based on their learning, students will begin to develop a reasoned, coherent personal philosophy of education as a basis for ethical and professional practice and decision-making.

EDUC 1003 Educational Psychology (5 cr.)

This course provides an overview of psychological concepts and theories as they relate to the field of early care and education. Students will study behavioral, cognitive, social, and constructivist views of learning. Emphases include research-based principles and their implications on child development, learning, teaching, and assessment.

EDUC 1004 Child Development (5 cr.)

This course provides an overview of physical, cognitive/language, and social and emotional development in children from birth through adolescence. Students will explore prevailing philosophies and theories of child development and form their own child development philosophy. The latest research and thinking with regard to the conditions that affect children's learning and development, such as risk factors, developmental variations, temperament, rate of maturation, innate abilities, culture, family, community, and societal influences will be addressed across developmental domains and stages.

EDUC 1005 Child Health, Safety, and Nutrition (5 cr.)

This course presents an overview of the impact of nutrition, safety, and health on the growth and development of the young child. Students will examine the professional's role in supporting children's healthy development within the context of early childhood care and education, and family and community settings. Topics include prevention of health problems common to young children and methods of promoting wellness and fitness. Also addressed are child safety, emergency preparedness and procedures, and child mental health.

EDUC 1006 Child, Family, and Community Relationships (5 cr.)

A survey of the ways in which professionals and families work together for the benefit of young children, this course offers a study of formal and informal communication strategies; family participation in group settings; family education; advocacy for families; and the impact of family, culture, and community on children's development and learning within early childhood programs. Special attention is given to supporting child and family resiliency within the context of divorce, child abuse and neglect, illness and death of family members, and life in today's complex society.

EDUC 1011 Making Connections: The Early Childhood Field (2 cr.)

The early childhood field and related themes, issues, and controversies are explored in this course. Students will make connections between the key topics and their own personal experiences, interests, and aspirations; other coursework; current research; real-world early childhood settings; and future trends, challenges, and possibilities within the field of early care and education.

EDUC 1012 Making Connections: The Developing Child (2 cr.)

Themes issues and controversies related to how children develop will be the focus of this course. Students make connections between the key topics and their own personal experiences, interests, and aspirations; other coursework; current research; real-world early childhood settings; and future trends, challenges, and possibilities related to the developing child.

EDUC 1013 Making Connections: The Well-Being of Children (2 cr.)

Children's overall well-being is related not only to their health and safety but also to quality relationships among early childhood professionals, family, and community members. This course examines themes, issues, and challenges related to the fostering of children's overall well-being. Students will make connections between the key topics and their own personal experiences, interests, and aspirations; other coursework; current research; real-world early childhood settings; and future trends, developments, and possibilities related to healthy growth and development within early childhood, family, and community settings.

EDUC 1014 Understanding Today's Instructional Environments (5 cr.)

In today's world, learning can take place anytime, anywhere. This course provides an overview of the various settings in which teaching and learning occur. Students explore the dynamics of traditional face-to-face, hybrid, and online instructional environments found in such areas as corporate training, higher education, K–12 education, government, health care, and nonprofit organizations.

EDUC 1015 How People Learn (5 cr.)

This foundational course provides a broad examination of the major theories of how humans learn, including behaviorism, constructivism, and emerging theories based on brain research. Students also explore the concepts of multiple intelligences and learning styles, as well as the influences that emotion, culture, and motivation have on the learning process.

EDUC 2001 Language Development (5 cr.)

This course focuses on the theories of language acquisition and language development of young children from infancy through preschool. Students will explore how children acquire and develop language as well as gain an understanding of emergent reading and writing. Special attention will be given to bilingualism, atypical speech and language development, and the impact of culture and environment on language.

EDUC 2002 Children's Literature (5 cr.)

This survey course focuses on the power and quality of children's literature—birth through adolescence. A wide variety of genres are explored with emphasis on how children's literature can delight and inspire young readers as well as promote respect for diversity. Students will learn the characteristics of high-quality literature and engage in critical evaluation and selection of books from various genres and for specific age groups. Students also learn about prominent authors, illustrators, and book awards.

EDUC 2003 Human Development (5 cr.)

In order to fully appreciate and understand ourselves and others, we must have a basic understanding of human cognitive, emotional, and social development. In this course, students examine the basic developmental stages that all humans undergo throughout their lifespan, from infancy to adulthood. These topics are presented and explored with consideration given to issues of gender, ethnicity, social class, and culture.

EDUC 2004 Literacy in the 21st Century (5 cr.)

The technology- and information-rich world in which we live and work requires an expanded definition of what it means to be literate. Students examine the skills and strategies necessary for success in a digital information society and explore multimedia and Internet technologies that enhance learning by facilitating collaboration, communication, and problem-solving. (*Prerequisite: EDUC 1014.*)

EDUC 2011 Making Connections: The Foundations of Literacy (2 cr.)

Themes, issues, and developments in the foundations of literacy will be explored in this course. Students will make connections between the key topics and their own personal experiences, interests, and aspirations; other coursework; current research; real-world early childhood settings; and future trends, challenges, and possibilities within the fields of language development and children's literature.

EDUC 3003 Observation and Assessment of the Young Child (5 cr.)

This course presents developmentally appropriate formal and informal assessments, including observational techniques for assessing young children's development and learning. Students will learn how to use specific tools, and the data generated from them, to inform effective decision-making and instructional planning. Also addressed are ethical and legal considerations as well as other related issues and controversies.

EDUC 3004 Curriculum Design (5 cr.)

This course provides the fundamental skills needed for planning, designing, and delivering engaging learning experiences. Students examine the elements of effective curriculum design, learn how to write measurable learning objectives, and explore tools, technologies, and resources for developing curriculum. (*Prerequisite: EDUC 1014.*)

EDUC 3005 Evaluation and Assessment (5 cr.)

Evaluation of programs and the assessment of learners are fundamental to the process of designing effective learning experiences. In this course, students investigate major concepts, principles, and methodologies related to evaluation and assessment. Topics include selection of assessment tools, measurement of learning outcomes, and performance evaluation. Students learn how to use information gained from assessments as a tool for improving learning. (*Prerequisite: EDUC 1015.*)

EDUC 3101 Professionalism and Advocacy in the Early Childhood Field (5 cr.)

This course examines the changing landscape of early care and education, focusing on the roles and responsibilities of the early childhood teaching professional in infant/toddler and preschool settings. Students will explore the complexities of developmentally appropriate practice as well as learn what it means to be an advocate—for children, their families, and the profession itself. The course emphasizes the importance of keeping up with current research in the field and engaging in professional activities and organizations to ensure continual professional growth and learning.

EDUC 3103 Guiding Young Children's Behavior (5 cr.)

Proactive guidance and positive, safe learning environments promote healthy child development and learning. This course focuses on understanding and fostering social and emotional development in preschool-age children and provides students with strategies for establishing classroom communities in which all children feel safe, valued, and respected. Topics include teaching social skills, routines, and procedures, collaborating with families, preventing and working with challenging behaviors, developing problem-solving abilities, and organizing the classroom setting to support learning, cooperation, and social and emotional growth.

EDUC 3111 Making Connections: Foundations of Preschool Teaching (2 cr.)

Professionalism, advocacy, and preschool education provide the focus of the themes, issues, and challenges examined in this course. Students will make connections between the key topics and their own personal experiences, interests, and aspirations; other coursework; current research; real-world early childhood settings; and future trends, controversies, and possibilities related to working in the early childhood field with preschool-age children and their families.

EDUC 3112 Making Connections: Effective Learning Environments (2 cr.)

Creating optimal preschool learning environments and related themes, issues, and challenges set the context for this course. Students will make connections between the key topics and their own personal experiences, interests, and aspirations; other coursework; current research; real-world early childhood settings; and future trends, controversies, and possibilities associated with establishing effective preschool learning environments.

EDUC 3202 Quality Programs for Infants and Toddlers (5 cr.)

This course focuses on the breadth and depth of the field of infant/toddler care and education, emphasizing characteristics of quality infant/toddler programs. Students study the foundations of infant/toddler development, the integral role of the infant/toddler professional in fostering children's growth and ensuring family involvement, and theoretical frameworks key to quality programs. Additional topics include the components of high-quality environments and what it means to be an advocate for young children, their families, and the profession.

EDUC 3203 Infant/Toddler Mental Health (5 cr.)

This course focuses on current research in the field of infant/toddler mental health. Students study protective and risk factors in family environments; social and emotional developmental challenges; developmentally appropriate infant/toddler screening and assessment; diagnostic classification systems for infant/toddler mental health; effective intervention strategies; and collaborative services approaches.

EDUC 3204 Family Cultures of Infants and Toddlers (5 cr.)

This course provides an overview of the way culture impacts “typical” conceptions of infant toddler development and interactions. Students focus on the ability to form healthy working relationships and respectful partnerships with the families of infants and toddlers across a range of cultures. Included is an investigation into the meaning of various child-rearing behaviors and how they relate to family expectations and cultural traditions with the goal of developing culturally appropriate practices.

EDUC 3211 Making Connections: Foundations of Infant/Toddler Care and Education (2 cr.)

Themes, issues, and controversies central to the field of infant/toddler care and education are examined in this course. Students will make connections between the key topics and their own personal experiences, interests, and aspirations; other coursework; current research; real-world early childhood settings; and future trends, challenges, and possibilities infant/toddler professionals must understand.

EDUC 3212 Making Connections: Healthy Infant/Toddler Growth and Development (2 cr.)

This course focuses on healthy infant/toddler growth and development and related themes, issues, and challenges. Students will make connections between the key topics and their own personal experiences, interests, and aspirations; other coursework; current research; real-world early childhood settings; and future trends, controversies, and possibilities associated with the overall well-being of very young children.

EDUC 4001 Capstone (7 cr.)

This course provides students the opportunity to integrate theories of child development, principles of effective early childhood practice, and methods of working with young children and their families learned throughout the program. Students are required to create a project that demonstrates both synthesis and application of this knowledge.

EDUC 4004 Children with Special Needs (5 cr.)

In the context that *all* individuals are unique, this course provides an overview of exceptionalities in children from birth through adolescence. Early identification, referral, intervention, inclusion, and the related psychosocial needs of children and their families are highlighted. In addition, the course provides an overview of federal and state legislation that guides educational requirements.

EDUC 4005 Cultural and Linguistic Diversity (5 cr.)

This course emphasizes the importance of being responsive to the languages and cultures of individual children and their families and communities in order to effectively support learning and development. The course will broaden students’ understanding of culture as a framework that includes not only language and ethnicity, but also gender, socio-economic status, exceptionalities, family configuration, sexual orientation, personal interests, and many other aspects of one’s individuality. In addition, students will reflect on their own cultural frameworks and examine personal attitudes and beliefs.

EDUC 4011 Making Connections: The Individuality of Children (2 cr.)

Themes, issues, and controversies related to the special needs and individuality of children will be explored in this course. Students will make connections between the key topics and their own personal experiences, interests, and aspirations; other coursework; current research; real-world early childhood settings; and future trends, challenges, and possibilities associated with understanding and meeting the needs of individual children and their families.

EDUC 4012 Making Connections: Living in a Diverse World (2 cr.)

Themes, issues, and challenges specific to living in a diverse society are examined in this course. Students will make connections between the key topics and their own personal experiences, interests, and aspirations; other coursework; current research and controversies; real-world early childhood settings; and future trends and possibilities related to the areas of social responsibility and cultural and linguistic diversity.

EDUC 4102 Play and Learning for the Preschool Child (5 cr.)

This course addresses an essential question in early childhood education: Why is play integral to children's development and learning? Students will not only learn the theory, methods, and materials needed to support and enhance children's play and learning in preschool settings but also better understand the vital role of play in fostering growth in each of the developmental domains. Topics include setting up developmentally appropriate environments, providing opportunities for high-quality, productive play and learning experiences, and assessing development and learning through observation of play-based activities and learning experiences.

EDUC 4104 Inclusive Practices in Classroom Communities (5 cr.)

All children have the right to develop and learn in classroom communities that support diverse, individual needs. This course focuses on the ways in which preschool teachers can build inclusive environments that exemplify developmentally appropriate practice. Students will learn strategies that support inclusion, meet identified needs, and foster a sense of classroom community. Additional topics include: observation and assessment, developing partnerships with families, collaborating with support resources, legal regulations and issues, and the roles of reflection and evidence-based decision-making.

EDUC 4105 Early Literacy (5 cr.)

Creating optimal preschool learning environments and related themes, issues, and challenges set the context for this course. Students will make connections between the key topics and their own personal experiences, interests, and aspirations; other coursework; current research; real-world early childhood settings; and future trends, controversies, and possibilities associated with establishing effective preschool learning environments.

EDUC 4106 Teaching Across Content Areas in Preschool (5 cr.)

This course focuses on the use of developmentally appropriate practices to teach within and across specific content areas in the preschool curriculum. Students will learn how to develop meaningful and enduring early childhood learning experiences in mathematics, social studies, science, language and literacy, health and physical education, and the visual, and performing arts. Effective planning and implementation of child-centered, age-appropriate curriculum and assessment will be addressed, and strategies for integrating content areas, including the project approach, will be highlighted.

EDUC 4112 Making Connections: Interdisciplinary Teaching and Learning (2 cr.)

This course examines themes, issues, and challenges related to developmentally appropriate teaching and learning at the preschool level. Students will make connections between the key topics and their own personal experiences, interests, and aspirations; other coursework; current research; real-world early childhood settings; and future trends, controversies, and possibilities associated with interdisciplinary preschool teaching and learning.

EDUC 4205 Developmentally Appropriate Practices in Infant Settings (5 cr.)

Offering an in-depth look at infant growth and development, this course emphasizes the role of the caregiver, components of high-quality caregiver-child relationships, and strategies for ensuring developmentally appropriate, individually appropriate, and culturally appropriate practice. Additional topics include understanding and working with families, observation skills, attachment, separation, continuity of care, brain development, and creating nurturing environments for very young children and their families.

EDUC 4206 Developmentally Appropriate Practices in Toddler Settings (5 cr.)

Offering an in-depth look at toddler growth and development, this course emphasizes the role of the toddler caregiver/teacher, the components of high-quality adult-child relationships, and strategies for ensuring developmentally appropriate, individually appropriate, and culturally appropriate practice. Additional topics include observation skills, attachment, separation, working with families, and creating inspiring and supportive environments for young children and their families.

EDUC 4211 Making Connections: Effective Programs for Infants and Toddlers (2 cr.)

Themes and issues related to the challenge of developing and maintaining high-quality infant toddler settings are the focus of this course. Students will make connections between the key topics and their own personal experiences, interests, and aspirations; other coursework; current research; real-world early childhood settings; and future trends, controversies, and possibilities related to effective programs for infants and toddlers.

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

This is an orientation to the Middle Level Education master's program. Internet tools, email, electronic mailing lists, Web browsers, and other critical tools and skills for success in a distance-learning environment are covered.

EDUC 6105 Organizations, Innovation, and Change (3 sem. cr.)

Understanding the fundamentals of organizational behavior and change management are essential for facilitating innovation in any organization. In this course, students examine the role the instructional designer can play in managing change within an organization. Students evaluate leadership qualities and practices that foster and sustain innovation in settings such as corporations, higher education, K–12 education, government, health care, and nonprofit organizations. Topics include the resistance to change and barriers to innovation, as well as problem-solving techniques that promote competitive advantage.

EDUC 6115 Learning Theories and Instruction (3 sem. cr.)

Effective instructional design begins with an understanding of the learning process. This course examines behaviorist, cognitive, constructivist, and social learning theories, and their relationship to instructional practices and course design. Factors that influence learning, such as learning styles, motivation, and engagement, are also explored.

EDUC 6125 Foundations of Research (3 sem. cr.)

This course provides an introduction to the principles and processes of research. The various steps and considerations of the research process are explored. Students develop an understanding of basic research methodologies and statistical analyses, learn how to formulate research problems and questions, conduct a literature review, and critique and evaluate research. Consideration is given to the ethical responsibilities of the researcher.

EDUC 6135 Distance Learning (3 sem. cr.)

Online education could be the disruptive force that transforms education and training practices in the 21st century. Through this lens, students explore the current trends impacting the field of distance education, and their implications for the design and development of distance-learning programs. Students examine the different models, theories, and technologies used in the development and delivery of online education and training programs. They also explore the implications and considerations of designing instruction for blended, fully online, instructor-led, and self-paced learning environments.

EDUC 6145 Project Management in Education and Training (3 sem. cr.)

Purposeful and careful planning is a key element to the success of any program. In this course, students are introduced to systematic approaches to project management. Students learn to use various project management tools, procedures, and methodologies, and apply them to projects in a real-world education or training environment. Students analyze the interrelated nature of the triple constraints of time, cost, and scope, and their impact on the overall quality of the project.

EDUC 6510 Young Adolescent Development and Implications in a Global Society (3 sem. cr.)

Students gain understanding of early adolescence in contemporary society and knowledge of the social, emotional, physical, intellectual, and moral development of early adolescence. Students apply major concepts, principles, theories, and research in teaching and interactions with young adolescents.

EDUC 6520 Organizational Structures for High-Performing Middle Grades Schools (3 sem. cr.)

This course covers the major concepts, principles, theories, and research on which current middle level education is based. The course content considers philosophical foundations and essential components of middle level education used in a variety of school settings. Emphasis is placed on team teaching for improving student outcomes, including varied use of time within the school, team, and classroom.

EDUC 6525 Concepts of Technology (3 sem. cr.)

This course provides an overview of educational technology for classroom integration based on current literature and research. The overview includes (a) evaluation of educational technologies to attain learning goals; (b) development of lesson plans or units based on Bloom's Taxonomy; and (c) selection of appropriate software applications, programs, or support materials. Topics include criteria and analysis for selecting educational software, correct uses of various activities in educational software to improve the learning process, and research methods using the Internet.

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

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

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

Current pedagogical theories, instructional strategies, and best practices for teaching young adolescents in middle grades are the focus of this course. Also highlighted are best practices in teaching applied in the

context of previous learning regarding characteristics of young adolescents and effective middle level schools.

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

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

EDUC 6560 Middle Level Professional Roles (3 sem. cr.)

This course focuses on the application of theory to practice and the development of each student as a middle level professional. Students prepare their culminating portfolio, consider their professional development needs and their role as a middle level advocate, and engage in analyzing a prospective “School to Watch.”

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

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

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

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

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

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

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

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

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

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

EDUC 6600 Program Portfolio (non-credit)

Students who are working on their ePortfolio are registered for this non-course requirement. The portfolio brings together work from all the courses in the master’s degree program and demonstrates that the student has acquired both the knowledge (scholar) and the ability to apply (practitioner) it; in other words, it demonstrates that the degree completion yields the scholar-practitioner. A portfolio assessor works with students on an individual basis to ensure that each artifact required in the portfolio is adequately completed. Once the ePortfolio and all other program requirements are met, the Master of Science degree can be awarded.

EDUC 6605 Teacher as Lifelong Learner and Professional Educator (3 sem. cr.)

Lifelong learning and professionalism are key components of teaching. This course orients teacher candidates to the skills, understandings, strategies, and knowledge necessary to become a successful learner while establishing the foundations for becoming a professional educator, including knowledge of child development. Course instructors help candidates become comfortable in the online learning environment, enabling them to clarify program expectations; create support networks and learning communities with colleagues and instructors, and establish a personal professional philosophy to promote social change. Upon completion of this course, teacher candidates will demonstrate understanding of resources and expectations, initiate an electronic professional portfolio, and determine strategies for success as a professional educator.

EDUC 6606 Today's Classroom and the Diverse Learner (3 sem. cr.)

The dynamics of today's classroom are unique and challenging for teachers and learners. This course provides exploration and analysis of the issues, complexities, and responsibilities associated with the field of education in the 21st century. Specifically, teacher candidates will recognize that—in order to provide equal educational opportunities for all learners, regardless of their differences—educators must acknowledge that learning is influenced by individual experiences, talents, and prior learning, as well as language, culture, and family and community values. By acknowledging differences among learners, as well as biases, discrimination, prejudices, and stereotypes, teacher candidates will identify diversity as a dynamic contributing factor to a rich learning environment in which individual differences are honored and respected. Through this course, teacher candidates will also be expected to gain an understanding of the cultural content, world view, and concepts that comprise Minnesota-based American Indian tribal government, history, language, and culture. Learning theory, diverse learning styles, and practical instructional strategies will be addressed as teacher candidates acquire theoretical and practical knowledge about today's classroom, as well as the family and community contexts that influence children's learning and development. Diversity is the key component of this course and opportunities for courageous conversations and reflections will enable teacher candidates to articulate, defend, and/or challenge current diversity issues.

EDUC 6607 Effective Practices: Assessment, Teaching, and Learning (3 sem. cr.)

To ensure high levels of learning and achievement for all students, today's educators must be knowledgeable about learners and learning and well-versed in effective teaching and assessment practices. This course examines the interrelationships among assessment, teaching, and learning, and it examines effective practices for applying and thoughtfully integrating these critical components in the P-12 classroom. Students will gain a historical perspective on the standards and accountability movement and examine standards in their state or local setting. They will explore learning theory in the context of today's challenging educational goals and standards. And they will learn and apply research-based practices in effective assessment, curriculum design, and instruction. Through both on-site and Virtual Field Experience™, students will critically analyze as well as implement teaching and learning principles and practices that ensure responsiveness to the individual and collective needs of students.

EDUC 6608 Classroom Management (3 sem. cr.)

This course helps teachers create safe, supportive, and respectful learning environments that promote social-emotional development, self-responsibility, and character in order to optimize learning for all students. Teachers will learn how to foster a sense of community in the classroom and develop positive relationships with and among students. Age-appropriate skills and strategies for managing dynamic and flexible grouping structures and for teaching conflict resolution will be presented. The course also provides strategies for building positive relationships, fostering motivation, and engaging in effective communication and problem-solving with parents and families.

EDUC 6609 Seminar: Professional Ethics, Communication, and Collaboration: Special Education (1 sem. cr.)

This seminar, taken concurrently with EDUC 6699 Demonstration Teaching: Special Education, allows teacher candidates to fine-tune their skills, understandings, strategies, and knowledge. Teacher candidates complete the requirements for their ePortfolio and determine strategies for success as professional educators. The seminar allows for problem-solving among colleagues, group and individual reflective practice, and support and feedback for what is happening in demonstration teaching districts, schools, and classrooms. Seminar topics focus on promoting success for teacher candidates as they transition from the Program of Study into employment in the field as professional educators.

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

This course explores what it means to be a professional in today's diverse and changing educational landscape. Teachers examine their values, beliefs, vision, and mission. They explore their role in the larger context of the teaching profession, the importance of collaboration in a professional learning community, and the need to advocate for students, educators, and the field of education itself. Teachers learn how a professional stance influences student learning. They also serve as a driver of their own professional growth and development.

EDUC 6611 Seminar: Professional Ethics, Communication, and Collaboration: Early Childhood Education (1 sem. cr.)

This seminar, taken concurrently with EDUC 6687 Demonstration Teaching: Early Childhood Education, allows teacher candidates to fine-tune their skills, understandings, strategies, and knowledge. Teacher candidates complete the requirements for their ePortfolio and determine strategies for success as professional educators. The seminar allows for problem-solving among colleagues; group and individual reflective practice; and support and feedback for what is happening in demonstration teaching districts, schools, and classrooms. Seminar topics focus on promoting success for teacher candidates as they transition from the Program of Study into employment in the field as professional educators.

EDUC 6615 Effective Teaching Using Learning Styles and Multiple Intelligences (3 sem. cr.)

This course expects teachers to design effective instruction to enable all students to learn. Two learning models, learning styles, and multiple intelligences are explored and integrated into instruction, curriculum, and assessment.

EDUC 6620 Collaborative Action Research (3 sem. cr.)

This course provides a foundation for educators to become primary managers of classroom research. Acting as teacher-researchers and colleague-coaches, educators move from isolated instruction to instruction that is enhanced by collaboration with colleagues. Methodology for sequencing tasks—problem formulation, data collection from numerous sources, analysis, and action planning—is covered.

EDUC 6621 Educational Research: Foundations (3 sem. cr.)

This course is designed to provide post-baccalaureate teacher licensure candidates with an introduction to the fundamentals of research. Contemporary educational research is examined with the underlying assumption that research can improve classroom practice. Course participants will be expected to develop knowledge and skills in the use of theoretical frameworks; quantitative, qualitative, and action research methodologies; development of research questions; and compliance with ethical responsibilities of the researcher. Candidates will also complete an initial review of literature relevant to an identified research question.

EDUC 6622 Educational Research: Practical Applications (3 sem. cr.)

This course is an applied research course designed to expand teacher licensure candidates' knowledge and skills by requiring them to use the tools and information gained in EDUC 6621 Educational Research: Foundations to design a timely and useful educational research project. Specific activities in this course include developing and refining research questions or needs assessments; determining appropriate research methodologies and instrumentation; collecting and analyzing data, if possible; evaluating validity; and presenting analysis and implications. In addition, candidates will link their research proposal with the social change mission of the university.

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

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

EDUC 6635 Classroom Management to Promote Student Learning (3 sem. cr.)

This course explores the relationships between behavior management, classroom instruction, and student learning. Teachers learn foundational principles and strategies for preventing behavior problems. They learn to establish classroom rules and procedures and to enlist parent support for their behavior-management efforts. A framework for fostering cooperation, social skills, and a sense of community in the classroom is presented, and guidelines for teaching conflict resolution and peer mediation are included.

EDUC 6640 Designing Curriculum, Instruction, and Assessment (3 sem. cr.)

This course examines classroom curriculum, instruction, and assessment in the context of standards and accountability. The importance of alignment of these components and resulting impact on student learning is emphasized. Teachers explore learning theory, learner variables, and the need for differentiation to meet diverse learning needs. Multiple purposes and methods of assessment as well as effective approaches to grading and reporting are discussed. Using their state or district standards, teachers engage in a process for designing standards-driven classroom curriculum, instruction, and assessment that will meet the diverse learning needs of their students. *(Prerequisite for endorsement candidates: Must complete special education endorsement courses and receive a cumulative GPA of 3.0 or higher prior to moving into M.S. in Education courses)*

EDUC 6647 Dynamic Teacher Leadership (3 sem. cr.)

This course introduces the concept of teacher leadership and its value in the field of education today. Teachers assess and analyze themselves, so they may cultivate the dispositions and attitudes of a teacher-leader for the purpose of effecting positive change in their learning communities. They learn the critical importance of expanding their knowledge of educational research and theory to guide leadership decisions that will effectively address today's educational challenges. The primary emphasis in this course is on teachers' self-examination and self-perceptions with regard to teacher leadership.

EDUC 6650 Enhancing Learning Through Linguistic and Cultural Diversity (3 sem. cr.)

This course explores teachers' views on the value of linguistic and cultural diversity and the powerful learning opportunities it affords today's classrooms and schools. Teachers examine their attitudes, beliefs, and biases regarding linguistically and culturally diverse students, families, and communities, and learn approaches for working together to ensure high levels of learning for all students. Strategies for ensuring equitable access to high-quality learning experiences are presented. Effective practices such as cultural responsiveness, anti-bias curriculum, differentiated instruction, and developing academic vocabulary are

explored. (*Prerequisite for endorsement candidates: Must complete special education endorsement courses and receive a cumulative GPA of 3.0 or higher prior to moving into M.S. in Education courses.*)

EDUC 6651 Teacher Leadership in the Classroom: Increasing Learning and Achievement (3 sem. cr.)

This course expands the focus of teacher leadership from self to students, increasing the sphere of influence of the teacher-leader to the classroom context. Teachers concentrate on advancing their expertise as a teaching professional by increasing their knowledge and skills in three key areas: knowledge of learners and learning, knowledge of subject matter and curriculum goals, and knowledge of effective teaching models, strategies, and practices. Teacher leaders apply this expertise in the classroom in ways that directly affect the learning and achievement of their students.

EDUC 6652 Listening to Children's Ideas (3 sem. cr.)

Participants explore children's ideas of force and motion by planning and carrying out clinical interviews with children. Through the interviewing experience, participants increase their ability to set aside their own ideas and expectations and attend to children's ideas. They elicit information from the children about what they think and then analyze interview findings to expand their understanding of how children perceive the world around them.

EDUC 6653 Introduction to Educational Research (3 sem. cr.)

This course is designed to provide students with an introduction to the basic fundamentals and principles of research. The research process is explored with the underlying assumption that educational research can improve classroom practice. Course participants are expected to develop knowledge and skills in the use of theoretical frameworks; quantitative, qualitative, and action research methodologies; critiquing and evaluating research; and compliance with ethical responsibilities of the researcher. (*Prerequisite for endorsement candidates: Must complete special education endorsement courses and receive a cumulative GPA of 3.0 or higher prior to moving into M.S. in Education courses.*)

EDUC 6654 Classroom Facilitation (3 sem. cr.)

Participants consider how to help students develop scientific ideas and skills through inquiry. They study video clips of teachers facilitating classroom science to learn strategies for extending students' experience and scaffolding scientific ideas. In classrooms, they try various facilitation and questioning strategies. Each participant creates a collection of teaching strategies that promote inquiry accompanied by classroom examples.

EDUC 6655 Teacher Leadership: Mentoring, Coaching, and Collaboration With Colleagues (3 sem. cr.)

This course addresses teacher leadership in the context of advancing the expertise and leadership of peers, thereby expanding the teacher-leader's sphere of influence beyond the walls of the classroom. Teachers explore mentoring and coaching models designed to promote the professional growth of their colleagues. They learn and apply skills for mentoring novice teachers and for engaging in coaching relationships with peers at all stages of the teacher development cycle. Various forms of collaboration with colleagues are addressed, with emphasis on interpersonal and communication skills.

EDUC 6656 Curriculum Designed for Understanding (3 sem. cr.)

The aim of this course is to provide a framework for thinking critically about how to craft inquiry-based experiences that result in deeper understanding of important science concepts. The framework of Teaching for Understanding, developed at Harvard University, is central to the course. Participants keep the following questions in mind as they think about curriculum: What topics are worth understanding?

What must students understand about these topics? How can understanding be fostered? How can we tell what students understand?

EDUC 6657 Creating an Effective Classroom Learning Environment (3 sem. cr.)

This course helps teachers create safe, supportive, and respectful learning environments that promote social-emotional development, self-responsibility, and character in order to optimize learning for all students. Teachers learn how to foster a sense of community in the classroom and develop positive relationships with and among students. Skills and strategies for managing dynamic and flexible classroom structures and for teaching conflict resolution are presented. The course also provides strategies for building positive relationships and engaging in effective communication and problem-solving with parents and families. (*Prerequisite for endorsement candidates: Must complete special education endorsement courses and receive a cumulative GPA of 3.0 or higher prior to moving into M.S. in Education courses.*)

EDUC 6658 Formative Assessment: Assessment for Learning (3 sem. cr.)

The focus of this course is assessment to support learning. Through classroom case studies, introductory readings, and discussions, participants distinguish the different purposes of assessment (principally formative and summative). They identify formative assessment as part of teaching, aimed at advancing learning, not at labeling or grading it. Participants experience and reflect on ways of assessing inquiry skills and conceptual understanding, the importance of self- and peer-assessment, and the provision of feedback to learners on their progress. The course culminates in participants planning formative assessment into inquiry-based classroom experiences for students.

EDUC 6659 Teacher Leadership in Professional Learning Communities (3 sem. cr.)

This course extends the sphere of influence of teacher-leaders from working with peers to engaging with stakeholders throughout the greater school community. Teacher-leaders learn the processes, benefits, and challenges of building and working in learning communities to identify issues and solve problems that affect student learning and achievement. Professional growth and development are addressed as an integral part of various types of school improvement processes.

EDUC 6660 Investigating Equitable Classrooms (3 sem. cr.)

In this course, participants broaden their understanding of the scope and dimensions of equity in science education through reflection, reading, classroom research, debate, and discussion. Participants learn to do independent classroom research and design and conduct a research project that includes collecting classroom data to answer a question about equity. They plan classroom actions based on their research findings to ensure that all students are successful in reaching higher levels of achievement.

EDUC 6661 Exploring New Technologies: The Impact on Society, Work, and Education (3 sem. cr.)

This course provides the theoretical setup for why technology and learning is both a timely and an important topic. It covers a brief history of educational technology, the communication revolution, the impact of this revolution on society, what this means for schools, the impending paradigm shift for the teacher, the need to develop students as critical consumers of information and constructors of knowledge, and the development of a new, fuller sense of literacy.

EDUC 6662 Multimedia Tools: How to Research, Plan, and Communicate With Technology (3 sem. cr.)

In this course, teachers begin to develop their understanding of and proficiency with technology on a personal and professional level. The course focuses on learning how to effectively use several key tools, which teachers will later be able to build upon and use in their classrooms. Teachers learn to use software

tools such as word processors, spreadsheets, presentation programs, and image editors. They also explore online tools, such as email, listservs, electronic publications, and Web sites.

EDUC 6663 Integrating Technology in the Curriculum, Part I (3 sem. cr.)

This course guides teachers in exploring the use of technology with their students. The shift in pedagogy introduced in EDUC 6661 is further explored, with particular focus placed on how technology can support multiple modes of learning. Teachers investigate specific models for integrating the Internet into their curriculum, including WebQuests, telecollaborative projects, Internet workshops, and research or inquiry projects. After exploring and evaluating ready-made examples of each, teachers try their hand at designing their own.

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

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

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

This course prepares teachers to become agents of change beyond their classrooms in the field of technology and learning. They consider how to develop grants, manage a technology budget, and provide leadership within their districts. The course poses issues to be addressed, explores roadblocks to maneuver past, and provides troubleshooting advice. Teachers use and evaluate a variety of software and hardware tools to determine which are essential to have on hand in every classroom and on every school campus. For example, software for multimedia authoring, concept mapping, and “office” productivity are explored. Likewise, the instructional uses of hardware tools such as digital cameras, PDAs, and investigative probes are investigated. Finally, the course explores promising trends for the future, such as individualized instruction through the use of technology and online schools.

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

This course introduces curriculum, instruction, and assessment in the context of standards and accountability and their relationships to student learning. Teachers explore interrelationships among curriculum, instruction, and assessment: the importance of alignment, connection to learning theory and learner variables, and need for differentiation to meet diverse student needs. Teachers examine and make sense of their academic standards and investigate the history, roles, and types of curricula and instruction. Teachers analyze, evaluate, modify, and/or design curriculum and instruction for specific content and purposes.

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

This course examines the history, purposes, and methods of assessment and explores curriculum, instruction, and assessment implementation issues. Teachers analyze, evaluate, modify, and/or design assessments for specific content and purposes. They align assessments to curriculum and instruction as part of the design of instructional units and lessons. Methods of record keeping, grading, and reporting; use of assessment data; and test preparation are presented; and implementation issues related to accountability, planning, and collaboration are addressed.

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

This course redefines literacy to include the access to and the evaluation, understanding, and application of information available in print and nonprint resources. Processes and strategies for integrating literacy when designing curriculum, instruction, and assessments are presented. Teachers learn to develop their

own and their students' literacy skills—listening, speaking, reading, writing, viewing, and visually representing—via traditional and contemporary information technologies, such as the Internet, software programs, and multimedia tools.

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

This course emphasizes the need for all students, including students with special needs, to achieve high academic standards. It examines the learning challenges of students who by definition of federal law have disabilities, as well as those of students who have significant difficulty with learning but do not qualify for special education services. Teachers learn how to adapt curriculum, instruction, and assessment to maximize learning for students with special needs.

EDUC 6677 Designing Curriculum and Instruction (3 sem. cr.)

This course introduces curriculum and instruction in the context of standards and accountability and their relationships to student learning. Teachers explore interrelationships among curriculum, instruction, and assessment: the importance of alignment, the connection to learning theory and learner variables, and the need for differentiation to meet diverse student needs.

EDUC 6679 Diagnosis and Remediation of Reading Disabilities Through Differentiated Instruction (3 sem. cr.)

This survey course helps K–12 classroom teachers understand more about their students' reading difficulties in order to provide differentiated instruction in the classroom. Teachers learn how to identify student reading behaviors and patterns and how to apply visual and auditory discrimination tools to assist in student learning. They plan lessons that integrate remediation of reading problems, identify reading comprehension strategies and techniques, learn to recognize concepts and applications of fluency and content area vocabulary, and understand spelling and writing processes and applications. In addition to course activities, teachers complete weekly fieldwork assignments to apply what they learn in actual practice. Teachers may use their own school for required classroom fieldwork. This course has been developed to meet the standards for the Michigan state reading requirement, Public Act 118.

EDUC 6681 Early Childhood Education: Past, Present, and Future (3 sem. cr.)

This course examines the historical and philosophical foundations of early childhood care and education while exploring a variety of early childhood programs—from child care centers to preschools and primary-grade classrooms—in order to provide the teacher candidate with a range of professional insights and opportunities regarding effective practice. With an emphasis on establishing developmentally appropriate and culturally responsive learning environments and on maintaining effective partnerships with families, this course serves to continue the development of a reasoned, coherent philosophy of education as a basis for ethical and professional practice and decision-making in diverse settings. This in-depth course reviews early childhood learning and developmental theory, as well as the knowledge needed to support and enhance the development and learning of all children from birth through age 3.

EDUC 6682 Teaching Reading, P–3 (3 sem. cr.)

This course presents research-based methods for developing literacy (reading, writing, listening, speaking, viewing, and visually representing) in grades P–3. Teacher candidates will gain a historical perspective on teaching reading and explore various purposes and types of literacy assessments. Strategies for creating an effective literacy environment and for working with parents and families will be addressed. Candidates will learn effective strategies for developing phonemic awareness, phonics skills, vocabulary, comprehension, fluency, and writing. Through field experiences, candidates will plan and implement assessment-driven, developmentally appropriate classroom lessons in each of these areas, addressing the diverse needs of individual children.

EDUC 6683 Developmentally Appropriate Practices for Infants and Toddlers (3 sem. cr.)

Offering an in-depth look at infant and toddler growth and development, this course focuses on developmentally appropriate practices that promote children's total well-being and that guide development in each of the domains (physical, social, emotional, and cognitive/language). Special areas of focus include: health and safety; early mental health; brain development; creative development; and fostering respectful and responsive adult-child relationships and family involvement. In addition, teacher candidates learn to design and evaluate environments that enrich the development and learning of infants and toddlers.

EDUC 6684 Play and Learning for the Preschool Child (3 sem. cr.)

Offering an in-depth look at the development and learning of preschoolers, this course focuses on developmentally appropriate theory, practices, and environments that enhance children's development and learning in each of the domains (physical, social, emotional, and cognitive/language). Special areas of focus include: the integral roles of play and creativity in children's learning; the role of observation as it relates to establishing a child-centered approach to planning curriculum and assessing young children; promoting pro-social, anti-bias learning communities; and being responsive to and inclusive of children's family members.

EDUC 6685 Teaching Mathematics, P–3 (3 sem. cr.)

Using the latest research on the most effective methods for teaching developmentally appropriate mathematics curriculum from preschool through Grade 3, this course explores instructional and assessment strategies to develop children's conceptual understanding of mathematics, including the best use of materials and technology. The National Council of Teachers of Mathematics (NCTM) content and process standards are embedded in this course with an emphasis on real-world problem-solving.

EDUC 6686 Teaching Across the Content Areas, P–3 (3 sem. cr.)

This course focuses on standards-based, data-driven, developmentally appropriate teaching, learning, and assessment within and across content areas in preschool through Grade 3. The course focuses primarily on the content areas of science, social studies, and the arts, and emphasizes the importance of integrating literacy and mathematics in meaningful and relevant ways. Teachers will examine standards in various content areas, apply effective methods and strategies—including approaches to meeting diverse needs—to plan instruction in specific content areas and the arts, and develop ideas for integrating multiple content areas.

EDUC 6687 Demonstration Teaching: Early Childhood Education (6 sem. cr.)

Demonstration teaching is the culminating experience in the teacher preparation program and is an opportunity to apply knowledge and skills and to demonstrate required competencies. Demonstration teaching takes place in two different classroom settings during the semester. During demonstration teaching, candidates will gradually assume complete teaching responsibility of the classroom, gaining real-world experience and the opportunity to translate theory into practice and to learn from doing. Teacher candidates will work closely with, and are evaluated by, their university supervisor and classroom cooperating teacher. The first 5 weeks of demonstration teaching run concurrently with EDUC 6686 Teaching Across the Content Areas, P–3. The remainder of demonstration teaching runs concurrently with EDUC 6611 Seminar: Professional Ethics, Communication, and Collaboration: Early Childhood Education.

EDUC 6691 Foundations of Special Education (3 sem. cr.)

Complex and critical components of medicine, psychology, education, politics, law, parenting, and moral/societal issues are embedded and integrated within the field of special education. An intensive

study of policies and practices related to individuals with exceptional learning needs provides a continuum of opportunities to experience a challenging and dynamic profession. This course dispels myths and mysteries of exceptionalities from a historical perspective, as well as current issues, laws, attitudes, and conundrums. Traditional and evolving policies, procedures, and service delivery models are addressed in a way that the candidate can apply them to individual state requirements. A crucial outcome of this course is the development of knowledge and skills necessary for building collaborative relationships with parents, related services, and agencies.

EDUC 6692 Individualizing Education for Learners with Disabilities (3 sem. cr.)

All learners possess unique characteristics, interests, and abilities. Special educators are responsible for connecting instructional planning to individual strengths and needs of learners with disabilities. This course begins by examining inclusion and the collaboration skills necessary for its effectiveness. There follows an investigation into the characteristics (academic, functional, and social) of learners defined by the Individuals with Disabilities in Education Improvement Act (IDEA, 2004) as they affect learning and teaching. Finally, the course explores research-based practices and subject area instructional strategies that result in accommodations and modifications for students with special needs. One of the primary goals of this course is to promote effective and proactive transdisciplinary teaming that supports a coordinated effort to optimize learning experiences, opportunities, and environments for students across a range of learning abilities and exceptionalities.

EDUC 6693 Current Issues in Assessment and Intervention (3 sem. cr.)

Gathering and interpreting assessment information to inform curriculum strategies and/or intervention techniques and resources promotes maximum achievement for all learners, especially those who have learning disabilities or emotional/behavioral disorders. Key topics presented in this course include problem-solving models and response to intervention (RTI) approaches, as well as laws related to eligibility; ethics and parents' rights; standardized and informal assessments; and data analysis. Upon completion of this course, candidates will have the skills to write an Individualized Educational Program (IEP) based on diagnostic tools. Guided field experience will allow the candidate to interview experienced teachers about current issues and practices in assessment and intervention.

EDUC 6694 Reading and Writing Instruction for Learners With Exceptionalities (3 sem. cr.)

This course is dedicated to teaching theories, principles, assessment, and scientific research-based instructional strategies in the area of reading and writing instruction for learners with exceptionalities. Through this course the candidate will be introduced to formal and informal diagnostic tools to identify students experiencing reading difficulties. Scientific research-based intervention programs and teacher effectiveness are discussed. The course also explores the interface of technology and literacy instruction. Candidates are provided opportunities to explore resources, technology, research, and practices that facilitate specific skill development in their future students. Strategies are also presented that support enjoyment of reading and writing for students with diverse and challenging learning needs.

EDUC 6695 Planning Positive Behavior Support Strategies (3 sem. cr.)

Promoting positive behavior and effectively responding to misbehavior are critical skills necessary for all teachers. By examining behavior support strategies from two different perspectives—classroom management and individual behavior management—the special education teacher candidate will develop practical skills that can be transferred to actual classroom challenges. In order to create and sustain a positive learning environment, both perspectives must be understood.

EDUC 6696 Instructional Strategies for Students with Emotional/Behavioral Disorders (3 sem. cr.)

This course provides an overview of research-validated academic and behavioral strategies demonstrated to be effective for students with emotional and behavioral disabilities. The special education teacher candidate will examine specific content areas and the means for integrating strategies across the

disciplines. As candidates continue to synthesize and develop material and experience from previous coursework (e.g., IEP Case Study, Classroom Management Plan), they will be expected to apply skills developed in this course to construct appropriate activities for the Collaborative Lesson Plan.

EDUC 6697 Instructional Strategies for Students With Learning Disabilities (3 sem. cr.)

Students with learning disabilities tend to have deficits in four main areas: working memory, strategy knowledge, vocabulary knowledge, and language coding. Deficits in these areas affect learning across the curriculum. Instruction for students with learning disabilities needs to support learning in ways that enhance and strengthen their abilities. Specialized instruction for students with learning disabilities should be individualized and responsive to student progress. Therefore, assessment is an integral part of the instructional process and is used to determine present levels of performance, set annual goals, and continually monitor individual progress relative to these goals. In this course, teacher candidates will become familiar with the characteristics of students with learning disabilities, learn instructional methods to support student learning, develop and design appropriate accommodations, and learn specific strategies for teaching in math, literacy, and across the content areas.

EDUC 6698 Demonstration Teaching: Special Education: Learning Disabilities (6 sem. cr.)

Demonstration teaching is the culminating experience in the teacher preparation program and is an opportunity to apply knowledge and skills and to demonstrate required competencies. Demonstration teaching takes place in two different classroom settings during the semester. During demonstration teaching, candidates will gradually assume complete teaching responsibility of the classroom, gaining real-world experience and the opportunity to translate theory into practice and to learn from doing. Teacher candidates will work closely with, and are evaluated by their university supervisor and classroom cooperating teacher. The first 5 weeks of demonstration teaching run concurrently with EDUC 6697 Instructional Strategies for Students with Learning Disabilities. The remainder of demonstration teaching runs concurrently with EDUC 6609 Seminar: Professional Ethics, Communication, and Collaboration: Special Education.

EDUC 6699 Demonstration Teaching: Special Education: Emotional/Behavioral Disorders (6 sem. cr.)

Demonstration teaching is the culminating experience in the teacher preparation program and is the opportunity to apply knowledge and skills, as well as demonstrate required competencies. Demonstration teaching takes place in two different classroom settings during the semester. During demonstration teaching, candidates will gradually assume complete teaching responsibility for the classroom. It provides teacher candidates with real-world experience and the opportunity to implement theory into practice and learn from doing. During demonstration teaching, teacher candidates will work closely with, and be evaluated by their university supervisor and classroom cooperating teacher. The first five weeks of demonstration teaching run concurrently with EDUC 6696 Instructional Strategies for Students With Emotional/Behavioral Disorders. The remainder of demonstration teaching runs concurrently with EDUC 6609 Seminar: Professional Ethics, Communication, and Collaboration: Special Education.

EDUC 6700 Clinical Practicum: Special Education, Learning Disabilities (3 sem. cr.)

The Clinical Practicum is the culminating experience in the endorsement program and is the opportunity to apply knowledge and skills as well as demonstrate required competencies. During the Clinical Practicum, candidates gradually assume complete teaching responsibility of the classroom. The Clinical Practicum provides endorsement candidates with the real-world experience and opportunity to implement theory into practice and learn from doing. During the Clinical Practicum, endorsement candidates work closely with and are evaluated by their university supervisor and classroom cooperating teacher.

EDUC 6701 Clinical Practicum: Special Education, Emotional/Behavioral Disorders (3 sem. cr.)

The Clinical Practicum is the culminating experience in the endorsement program and is the opportunity to apply knowledge and skills as well as demonstrate required competencies. During the Clinical Practicum, candidates gradually assume complete teaching responsibility of the classroom. The Clinical Practicum provides endorsement candidates with the real-world experience and opportunity to implement theory into practice and learn from doing. During the Clinical Practicum, endorsement candidates work closely with and are evaluated by their university supervisor and classroom cooperating teacher.

EDUC 6705 Foundations of Reading and Literacy (3 sem. cr.)

This course establishes a mind-set for reading and literacy instruction that recognizes the dynamic landscape of 21st-century education. Students explore historical perspectives on literacy education and the social, political, economic, and cultural forces that impact today's classroom. They learn and apply research-based foundations of effective literacy instruction. Topics include language development, a developmental approach to literacy instruction, "new literacies" and technologies, the reading process, the "five pillars" of reading (i.e., phonemic awareness, phonics, fluency, vocabulary, and comprehension), writing, learner diversity, and assessment. The importance of collaboration, parent/family connections, data-driven decision-making, and ongoing professional development is emphasized.

EDUC 6706 The Beginning Reader, PreK–3 (3 sem. cr.)

Building a strong foundation of literacy skills and experiences in young children is critical to their success in school and in life. This course takes a developmental approach to reading and literacy instruction in preschool through third grade. Using the "five pillars" of reading (i.e., phonemic awareness, phonics, fluency, vocabulary, and comprehension) as an organizational framework, teachers explore the characteristics of emergent, beginning, and transitional readers and plan and implement developmentally appropriate assessments, materials, and strategies for instruction, including effective use of current technologies. Effective planning and organization in the literacy classroom are emphasized.

EDUC 6707 The Developing Reader, Grades 4–6 (3 sem. cr.)

The intermediate grades present new and unique challenges to literacy learning. This course takes a developmental approach to reading and literacy instruction for grades four through six. Using the "five pillars" of reading (i.e., phonemic awareness, phonics, fluency, vocabulary, and comprehension) as an organizational framework, teachers explore the characteristics of intermediate and advanced readers and plan and implement developmentally appropriate assessments, materials, and strategies for instruction. The course addresses text structures, specialized vocabulary, content area and interdisciplinary reading, literature, the reading-writing connection, critical thinking, comprehension, research and study skills, multiple literacies, and the effective use of current technologies.

EDUC 6708 Literacy Development in a Culturally and Linguistically Diverse Classroom (3 sem. cr.)

Today's classrooms reflect the rich cultural and linguistic diversity of the world outside of school. This course helps teachers establish a culturally responsive classroom where literacy development can flourish for all students. Teachers learn and apply strategies to scaffold and support English language learners at all levels of language acquisition. Topics include the second-language acquisition process, assessing second-language and literacy proficiencies, selecting culturally sensitive and relevant instructional materials, and working with parents, community members, and other colleagues to support student success.

EDUC 6709 Literacy Development in an Academically Diverse Classroom (3 sem. cr.)

Today's inclusive classrooms require teachers to become competent and confident in working with students who struggle with reading and writing. This course focuses on accelerating the literacy development of students with reading difficulties, including students who have specific learning

disabilities. It also addresses the needs of students considered gifted. Teachers use diagnostic assessments and research-based strategies, and work with reading specialists/coaches and special educators to support academically diverse needs within the larger classroom context. Topics include informal and formal assessment, differentiating and scaffolding instruction, progress monitoring, leveling books, intervention strategies, and the use of motivating texts. Collaboration with support resources is emphasized.

EDUC 6710 Understanding the Impact of Technology on Education, Work, and Society (3 sem. cr.)

As new and emerging technologies transform the landscape of education, the possibilities for learning and discovery grow exponentially. This course invites teachers to take part in the technological revolution by examining the history and evolution of technology in society and its impact on education. Teachers explore technology as a vehicle for broad access and employ a variety of digital-age tools, including social networking, interactive learning tools, and collaboration software, to inspire and motivate today's learners. Ethical considerations, responsible use, and cyber safety issues are also addressed.

EDUC 6711 Bridging Learning Theory, Instruction, and Technology (3 sem. cr.)

In this course, teachers explore various learning theories, including research on how the brain learns, and discover how instructional practices can be supported and enhanced through technology. Various technologies, such as the use of computer-mediated instruction and virtual learning environments, are presented as means for fostering learner-centered classrooms where students are motivated and teachers integrate developmentally appropriate practices in teaching and learning with the latest digital resources available.

EDUC 6712 Supporting Information Literacy and Online Inquiry in the Classroom (3 sem. cr.)

In this course, teachers develop a new, expanded definition of what it means to be literate in today's technology-rich world. Teachers explore the use and application of multimedia and Internet technologies that enhance learning and support collaborative problem-solving in a digital information society. Teachers also learn strategies for how to effectively prepare students across the grade levels for the complex challenges related to reading, critical thinking, researching, and communicating in the 21st century.

EDUC 6713 Integrating Technology Across the Content Areas (3 sem. cr.)

This course expands the focus of technology use in the classroom by exploring instructional strategies and digital tools that facilitate content area literacy and learning. Teachers learn how to design technology-infused projects that motivate students and help them meet specific curricular standards. Teachers explore developmentally appropriate ways of using multimedia and Internet technologies to bring discipline-specific concepts to life and foster interdisciplinary connections that enhance learning across the curriculum.

EDUC 6714 Reaching and Engaging All Learners Through Technology (3 sem. cr.)

In this course, teachers learn to apply various technologies to enable and empower learners with diverse backgrounds, learning preferences, and ability levels. Teachers employ digital-age solutions for differentiating instruction to meet varying needs, including assistive technologies that facilitate learning in students with special needs, programs that support English language learners, and projects that engage and motivate gifted students. Teachers learn to harness the power of leading-edge technologies to increase learning and achievement for all students.

EDUC 6715 New and Emerging Technologies (3 sem. cr.)

In this course, teachers look to the future of teaching and learning, explore promising trends in technology, and discover many opportunities to become leaders in the field of technology and learning. Teachers also consider how to address schoolwide challenges, such as limited resources and resistance to change. Skills and strategies such as grant writing and leading change are presented. Teachers complete a

capstone project that demonstrates their ability and willingness to become advocates and change agents who use technology to address challenges and create opportunities within the field of education.

EDUC 6720 The Special Educator as Instructional Leader (3 sem. cr.)

Powerful internal and external forces impact the leadership capacity and influence potential of special educators. In this course, students will examine internal variables, such as their own emotional, spiritual, mental, and physical health. They will also consider external variables, including current trends and issues related to medicine, neuroscience, research, law and governance, and technology. The course will explore the influence that these variables have on teaching and learning, and on enhancing one's leadership.

EDUC 6721 The Impact of Disabilities on Learning and Teaching (3 sem. cr.)

Special educators understand the breadth and depth of each disability. They continually expand their knowledge and skills related to the impact of cognition, behavior, sensory input, and physical/health issues on learning and teaching. This course guides the special educator in examining disabilities beyond the surface level of definitions, characteristics, and common understandings to a deeper, life-encompassing, and futures-planning perspective. Teachers will further their ability to advocate for individuals with disabilities, and for the field of special education.

EDUC 6722 Strategic Collaboration in Special Education (3 sem. cr.)

Teaming, partnerships, and collaboration are practices that special educators must embrace and continually hone and refine. Attitudes, skills, and dispositions that foster healthy and productive collaborative relationships are essential for working with teams to provide services for individuals with disabilities. This course focuses on these attitudes, skills, and dispositions, and empowers special educators to examine the benefits and challenges of collaborating with others to maximize the learning potential of every student.

EDUC 6723 Advanced Instructional Strategies in Special Education (3 sem. cr.)

Providing accommodations and differentiating instruction are essential practices for special educators. This course focuses on advanced research-based approaches for designing, adapting, prescribing, and delivering instruction in the content areas with special emphasis on progress monitoring. Teachers will examine content-area standards and curriculum, with the goal of designing standards-based, individualized instruction that is functional, appropriate, and systematic.

EDUC 6724 Literacy Interventions in Special Education (3 sem. cr.)

Reading, writing, and communicating are literacy competencies that impact the quality of life for all people, especially individuals with disabilities. Because literacy development is often impacted by learning and behavioral disabilities, the special educator must be well-versed in this area of learning and teaching. This course guides the special educator in identifying reading and writing disabilities and in collaborating with others to devise appropriate and effective interventions, including the use of assistive technologies. Monitoring progress and ongoing assessment of literacy skills, strategies, and dispositions are emphasized.

EDUC 6725 Advanced Behavioral Interventions in Special Education (3 sem. cr.)

Behavior impacts human development at all ages and stages of life and is typically a matter of concern for individuals with disabilities. This course focuses on understanding, assessing, managing, teaching, and monitoring behavior. Students review classroom and school management strategies and explore in greater depth individual functional analysis and individual behavior management plans with the goal of transition planning.

EDUC 7001 Foundations: Ed.S. in Educational Technology (2 cr.)

This course introduces students to Walden University and to the requirements for successful participation in an online curriculum. It provides a foundation for academic and professional success as a scholar-practitioner and social change agent. Course assignments focus on practical application of writing and critical-thinking skills and promote professional and academic excellence.

EDUC 7002 Foundations: Educational Leadership and Administration (3 sem. cr.)

This course begins by building principal candidate understanding of the philosophy, requirements, and community of Walden University, the Richard W. Riley College of Education and Leadership, and the Education Specialist (Ed.S.) in Educational Leadership and Administration. Principal candidates will complete a pre-assessment, develop an Individual Learning Plan, and submit their Field Experience application and plan. Following this essential introductory work, principal candidates will begin their study of school leadership by focusing on the structures of school organizations and leadership styles.

EDUC 7004 Foundations: Teacher Leadership (6 sem. cr.)

The purpose of Foundations is to engage learners with the environment, expectations, and content of post-master's work in the Teacher Leadership program. Through participating in the course, learners will develop 1) facility with Walden University's online learning environment and understanding of the university's and the program's support systems and expectations and outcomes, and 2) knowledge about the field, synthesized with reflection on one's own experience and goals.

EDUC 7100 Evolution of Educational Technology in Society, Education, and the Workplace (4 cr.)

The history and evolution of educational technology as a field of study will be explored, both before and following the emergence of computers and cyberspace technology. A focus on the evolution of learning from the agricultural, industrial, information ages, and beyond will provide a framework for the course.

EDUC 7101 Diffusion and Integration of Technology in Education (4 cr.)

Social and systemic change resulting from the integration and adoption of technological innovations will be the focus of this course. Learners will explore Rogers' diffusion of innovations theory, and the research that shows best practices for integrating technology in the workplace/education, to find ways to be a catalyst for change. Strategies for overcoming resistance and barriers to change will be analyzed.

EDUC 7102 Principles of Distance Education (4 cr.)

Different theories, paradigms, and the history of distance education will be explored. Learners critique current research and assess online learning programs including hybrid and fully online delivery. Accessibility issues, open source, best practices to facilitate learning, global trends, and the move from elite to mass higher education will be analyzed. Synchronous versus asynchronous platforms will be contrasted.

EDUC 7103 Leading and Managing Educational Technology (4 cr.)

Learners explore issues that deal with leadership regarding the integration of technology in business and in education at any level: K–12 schools, community colleges, teacher education, or higher education. Areas such as leadership, strategic planning, systems acquisition, coordination, implementation, the impact of managing technology with its implications for teaching and learning, and administrative functions will be explored. Policies that have an impact on human resource development, staff development, information access, security, management control, and evaluation will also be discussed in this course.

EDUC 7104 Designing Instruction for Distance Education (4 cr.)

The design and delivery of distance education will be the focus of this course with an emphasis on the development, field testing, and revision of a Web-based unit designed around current best practices of distance education. Among the topics to be included are learning styles, learning theory, engaging instructional electronic strategies, social networking and collaborative groups, assessment, global perspectives, and diversity. Learners will analyze effective online educational experiences in education and the workplace.

EDUC 7105 Learning Theory and Educational Technology (4 cr.)

Learners extend their knowledge of learning theory to the application of educational technology, as they explore ways to translate theory to practice. Instructional interventions and their potential improvement through the application of technology will be explored. How technology facilitates learning will be explored using the theories of multiple intelligences, constructivism, computers as mind tools, brain-based learning, connectivism, and the conceptual age. Learners should bring to this course a basic comprehension of behaviorism, cognitivism, and constructivism from their master's program.

EDUC 7106 Technology Integration and Curriculum (4 cr.)

This course focuses on integrating technology in the K–12 curriculum by exploring effective use of technology to facilitate learning across the content areas. Learners will explore best practices related to the design and implementation of technology-infused projects that meet specific curricular standards. Areas such as technology literacy, technology for assessment purposes, and the use of technology to make interdisciplinary connections will be analyzed.

EDUC 7107 Multimedia Technology to Facilitate Learning (4 cr.)

Strategies for facilitating learning through the use of technology will be explored in this course, including electronic and multimedia presentation of materials and curriculum design. Learners will design learning materials based on principles of universal design utilizing electronic materials.

EDUC 7108 Emerging and Future Technologies (4 cr.)

The emergence of new technologies in the information age and beyond is dramatically changing the way people teach and learn in K–12 education, higher education, and corporations. Learners will explore new scholarship, collaborative tools, social networking, wireless and mobile technologies, creative commons, fair use, user-created content, and virtual worlds to become leaders in helping to diffuse these innovations. Projections regarding future technological movements will be explored to conceive a world where technology is a seamless aspect of learning and work.

EDUC 7109 Diverse Learners and Technology (4 cr.)

This course examines the use of technology in K–12 education to bridge the achievement gap for students from culturally, economically, and linguistically diverse backgrounds. Topics include the use of technology to meet varying ability levels; the use of assistive technologies to foster learning in students with special needs; and the use of technology as a tool to engage and motivate gifted students.

EDUC 7200 Teaching and Learning for School Leaders (3 sem. cr.)

Effective principals influence the quality of teaching by understanding how to recognize outstanding teaching and facilitate improvement by communicating how and why learner-centered teaching enhances the achievement of every student. This course introduces principal candidates to the latest research on education, teaching, and learning, and fosters the development of an understanding of how different approaches to instruction are informed by research.

EDUC 7201 Communication and Collaboration for Leaders (3 sem. cr.)

Effective principals work to foster shared understanding of and commitment to doing what it takes to ensure that every student learns and succeeds. This requires the ability to communicate and the capacity to create conditions and processes that foster collaborative problem-solving and decision-making. Good leaders model open and responsive communication and create the time and mechanisms to ensure that such interactions are common within the school and throughout the school community. Schools also need to communicate with and draw upon community resources of various types, including public agencies and organizations that serve youth and families. Effective leaders establish personal, ethical, and moral platforms for leadership and model and otherwise promote ethical and productive civic behavior.

EDUC 7202 Ensuring Quality Education for Students with Diverse Needs (3 sem. cr.)

This course explores and analyzes the issues, complexities, responsibilities and opportunities associated with leading schools with diverse student populations. By acknowledging differences among learners, as well as biases, discrimination, prejudices, and stereotypes, school leaders can identify diversity as a dynamic contributing factor to a rich learning environment in which individual differences are honored and respected. The course also focuses on one of the most challenging tasks facing schools today: to substantially increase the achievement of students placed at risk because of limited facility with English, and physical, mental, and emotional disability. Principal candidates will study diverse and inclusive approaches that have proven most effective in supporting English Language Learners and Students with Special Needs to reach high standards of performance.

EDUC 7203 Policy and Law in School Organizations (3 sem. cr.)

This course includes a study of selected general legal principles, case and statute law, and law-making agencies that impact leaders and educational institutions. Key content areas include but are not limited to the legal status of the local school district; the role of federal, state, and local governments; governance of schools; and policies, rules, and regulations. The course will also cover the legal rights, responsibilities and obligations of administrators, teachers, students, parents, and school boards, community education, civil rights, collective bargaining, torts and contracts, and legal research, as well as the development of policy to meet regulations and constitutional provisions.

EDUC 7204 Using Data to Strengthen Schools (3 sem. cr.)

Education leaders must use data extensively to guide them in defining needs, setting and prioritizing goals, monitoring and evaluating progress, and identifying effective strategies for improvement. The continuing analysis of the gaps between student performance and student learning goals defines the actions of effective school leaders. Decision-makers must understand the array of data that are needed for school improvement. They must know the principles and techniques of measurement, evaluation, and data analysis. They must use a multitude of strategies to analyze data to propel teaching and learning and school improvement. They should use technology to support the collection and use of data. They need to engage the school community (teachers, parents, and students) in understanding and supporting data to guide the analysis of strengths, weaknesses, threats, and opportunities in the ongoing pursuit of school improvement.

EDUC 7205 Budgeting and Allocating Resources (3 sem. cr.)

Research on effective schools provides guidance on the most productive ways to organize time, people, money, technology, and other resources. To use these resources most effectively, leaders need to have a strategy that defines the most important priorities, the overall educational design, and the organizational structures that best match the necessary goals for improvement. Effective leaders need to be able to (1) link whole-school strategic plans to effective instructional practices and improved use of time and money, (2) ensure individualized attention where needed in subject areas, (3) evaluate alternative paths to school

improvement, (4) invest wisely in improving teaching quality, and (5) organize staff and use other resources in new ways that allow focused investment in teaching and learning.

EDUC 7206 Creating Positive, Safe, and Effective Learning Environments (3 sem. cr.)

Effective principals develop capabilities to foster cultures for learning based on mutual respect among students, teachers, staff, parents, and the larger community. Strategies for fairly and effectively administering discipline and resolving conflict are addressed. The course intends to help leaders understand and treat individual and group differences and potential conflict as opportunities for developing the dispositions, knowledge, and skills that result in social competencies essential to civic participation and interpersonal effectiveness in school and beyond. Principal candidates will also study issues related to safety and violence in schools, considering both methods of prevention and ways to respond to unsafe and violent situations.

EDUC 7207 Leading Curriculum Initiatives: Literacy and Math (3 sem. cr.)

In order to be effective, school leaders must understand the foundational principles of teaching—curriculum, instruction, and assessment. This course also focuses on the considerations with which principals need to engage as they plan for the adoption and implementation of a new or substantially revised program to enhance student learning in a content domain. Literacy and math are two content areas that are problematic in many schools, especially those serving diverse students and students who are under-performing. Thus, while the lessons are applicable to other subjects, the focus here is on how to ensure that content standards, curriculum materials, assessment, instruction, professional development, and parental and community involvement, among other initiatives, are aligned in ways that foster student achievement in literacy and math.

EDUC 7208 Recruiting, Evaluating, and Retaining School Personnel (3 sem. cr.)

Principal candidates study human resources policies and practices for recruiting, selecting, hiring, inducting, developing, evaluating, and retaining or dismissing school personnel. Identifying teachers' needs for professional growth is important, but leaders must also ensure that teachers have the opportunity and motivation to use their professional expertise and to participate in ongoing professional development focused on enhancing the learning of every student. As well, school leaders must be able to identify characteristics of productive teacher evaluation processes and programs, distinguish between supervising teaching and supervising learning, and utilize a process and/structure for evaluating school personnel that is productive and supportive; motivates improvement; results in retention of highly competent staff members; embodies standards of due process; and takes into account the provisions of the contractual agreements between the staff and their districts.

EDUC 7210 Leadership for Today's Schools (6 sem. cr.)

Today's schools are dynamic places and demand leaders in all arenas; from the boardroom to the classroom. Leaders must understand how learning communities operate and thrive, and be prepared to deal with the demands of internal and external forces. The 21st-century leader who understands change theory will continually appraise the evolving needs of the learning community and apply a grounded knowledge base of theory and practical strategies supported by research. This course empowers leaders to explore current and future technology as they assess educational trends and issues. Learners will also analyze their own and others' paradigms and leadership styles, and determine best practices to promote positive social change.

EDUC 7211 Applied Research in Education (6 sem. cr.)

In Applied Research, learners will develop a broad understanding of theoretical frameworks and of the appropriate use of both qualitative and quantitative methods. The course will also focus on methods designed specifically for studying human development and how individuals learn. Methods will be

explored through studying the philosophy of research and particular research strategies, reviewing literature in the field, and through searching for and critically analyzing literature relating to learners' individual interests.

EDUC 7212 Teaching and Learning: Theory and Research (6 sem. cr.)

Research has considerably expanded our knowledge of teaching and learning in recent years. These gains have resulted in a new paradigm for the design and assessment of learning experiences. In this course, students will 1) advance their understanding of research methods as they examine literature about design and assessment; and 2) apply research-based principles to design a project to develop learning experiences for a specific population of learners whether on-site, online, or through a blended hybrid model.

EDUC 7213 Collegial Interactions and Professional Development (6 sem. cr.)

Grounded in research and theory about learning differences, this course explores the repertoire of practices that facilitate learning from both the teaching and learning perspective. These practices range from mentoring and coaching through collaborative engagement and reflective practices. Learners will deepen their understanding of research methods both through critiquing articles and by designing research studies to investigate specific learning practices.

EDUC 7801-7806 Field Experience (6 sem. credits)

Field Experiences will provide principal candidates with authentic opportunities to apply what they have learned in courses and expand what they know and are able to do. With the intention of building knowledge, skills, and dispositions for Field Experiences, principal candidates will also participate in two residencies, where they will have the opportunity to meet face-to-face with faculty members to learn and hone skills, develop dispositions, and discuss ways to ensure productive and successful Field Experiences and meet the demands of the profession they are studying. All principal candidates in the program are required to spend a minimum of 320 hours or 40 eight-hour days (across 12 consecutive months) in elementary school, middle or junior high school, and high school settings as an administrative aide to a licensed and practicing school principal. Field Experience must include at least 40 hours or one week at each level not represented by the principal candidate's primary teaching experience.

EDUC 7900 Capstone (4 cr.)

The capstone concludes the program by providing a practical application of students' learning. Working in a consultative role as an educational technology professional, the student will engage in a real-world problem-solving project within their work environment. This capstone also provides the opportunity for students to formulate a personal philosophy concerning the role of technology in education.

EDUC 7902 Teacher Leadership Capstone: Trends, Issues and Global Perspectives (6 sem. cr.)

Since our current state of knowledge is guaranteed to change as research and technological innovations continue, it is necessary that we all function as lifelong learners. In this course, we examine some intriguing and potentially critical directions in teaching and learning; these include brain research, new technologies, and the impact of globalization. Learners will have opportunities to examine and reflect on effects of these trends on their own areas of interest. The Capstone concludes the program by providing a practical application of students' learning. Working in a consultative role as a K–12 professional, the student will engage in a real-world problem-solving project within their work environment.

EDUC 8008 Foundations for Doctoral Study (6 cr.)

The purpose of this course is to introduce students to Walden University and to the requirements for successful participation in an online curriculum. It provides a foundation for academic and professional success as a scholar-practitioner and social change agent. Course assignments focus on practical

application of writing and critical thinking skills and promote professional and academic excellence. Major assignments include the preparation of the Professional Development Plan, Program of Study, and a sample KAM Learning Agreement. ***Note:** Students are required to take this course immediately upon enrollment, and must successfully complete it before proceeding with KAMs or coursework.*

EDUC 8010 Proseminar: Leadership in Teaching and Learning (6 sem. cr.)

The first Proseminar introduces the concept of teacher leadership with an emphasis on leadership as a concept or construct rather than a position of authority. Teachers experience the concept of leadership through investigation and analysis of instructional performance. Pedagogical observation, reflective practice, and analysis of classroom practice focus on inquiry and research-based methods in which teachers exemplify teaching for understanding. The first comprehensive paper investigates professional learning, research-based instructional practices, constructivist methodology, and the quality of the educator's reflective practice and self-study of teaching that focuses on the relationships between instructional theory, practice, and students' learning and achievement.

EDUC 8015 Research Approaches (6 sem. cr.)

Teacher-leaders need to be well-informed about current developments in their fields of expertise. This course addresses the role of research in generating and testing theory, as well as in solving problems and making decisions. It emphasizes the importance of integrity in research and how to study human subjects responsibly and ethically. A variety of research approaches, research methodologies, and research designs are explored. The components of research design are examined, and students evaluate research for quality of design. Constructions of questions for inquiry are designed and analyzed.

EDUC 8020 Proseminar: Teacher Leadership in the School (6 sem. cr.)

The second Proseminar expands the role of teacher leadership from the classroom to the school community. The course focuses on the development of knowledge, abilities, and dispositions necessary for effective and productive leadership in effecting professional partnerships, participating in collegial study teams, facilitating professional development of other educators, and adeptly using collegial and collaborative processes such as coaching and mentoring. The second comprehensive paper probes learning, teaching, and leading as the educator acts to influence the school community through professional discourse and analytical reflection on investigations into the roles and practices of effective, inquiry-oriented school leadership.

EDUC 8025 Quantitative Research (6 sem. cr.)

This research course is designed to provide an understanding and working knowledge of some of the key quantitative data collection and analysis concepts. It approaches statistics from a problem-solving perspective with emphasis on selecting appropriate statistical techniques for various research designs and on interpreting and reporting findings. The important outcome is that doctoral students will have an understanding of quantitative data analysis and feel comfortable reading and discussing statistical concepts and data results from quantitative studies.

EDUC 8030 Proseminar: Teacher Leadership Beyond the School (6 sem. cr.)

Teacher-leaders reach out to a larger community to discourse, question, and learn about issues and forces affecting teaching and learning in American schools. The focus of this Proseminar is to influence capacity by promoting and nurturing reciprocal relationships with professional learning communities and initiatives related to quality education outcomes. Processes for creating and supporting partnerships with community stakeholders, educational institutions, and other advocacy groups are studied to develop and refine educators' abilities to collaborate with decision-makers in the advocacy for public policy at the

local, state, or national level. The comprehensive paper focuses on inquiries related to significant and important educational issues related to effecting quality schooling practices for K–12 learners.

EDUC 8035 Qualitative Research (6 sem. cr.)

This course explores the constructs and processes used in qualitative research studies. It provides practice in formulating qualitative questions related to problems encountered by teachers, identifying appropriate qualitative traditions, and selecting study participants. Students practice constructing data collection protocols for interviews and observations. Students also practice document analysis and apply coding and classification techniques for organizing and interpreting data. Ways to ensure the trustworthiness of qualitative findings are explored.

EDUC 8040 Foundations: Teacher Leadership (6 sem. cr.)

The purpose of Foundations is to engage learners with the environment, expectations, and content of doctoral work in the Teacher Leadership program. Through participating in the course, learners will develop: 1) facility with Walden University's online learning environment and understanding of the university's and the program's support systems and expectations and outcomes; 2) knowledge about the field, synthesized with reflection on one's own experience and goals; and 3) doctoral-level critical-thinking and writing skills.

EDUC 8080 Doctoral Study Companion (non-credit—for 2 terms)

This doctoral study forum is designed to help students make the transition from building doctoral-level knowledge through Proseminars and residencies to developing their own terminal doctoral study projects. Students, assigned their mentors after semester 5, will work in this course space during semesters 6 and 7 with their committee members to formulate the plans that will eventually result in a formal doctoral study proposal and the final doctoral study, which is completed during EDUC 8090 Doctoral Study Intensive.

EDUC 8090 Doctoral Study Intensive (12 sem. cr.—6 sem. cr. per term for 2 terms)

The doctoral study demonstrates students' scholarly ability to examine, critique, and synthesize knowledge so that new ideas can be tested; best practices identified, established, and verified; or theoretical or policy constructs evaluated and advanced. In all cases, the doctoral study is to be a rigorous, original inquiry that results in new knowledge, demonstrating its efficacy in the world of practice. The goal of the doctoral study is for the educational leader to conduct an investigation that focuses on learning, teaching, and leading within a designated community of practice. ***Note:*** *The final two semesters of the Ed.D. program are dedicated to the doctoral study. If the doctoral study is not approved by the end of the second semester, students stay enrolled in 8090 until formal approval is granted. Additional semesters needed for completion of the doctoral study do not earn credit.*

EDUC 8100 Foundations: Higher Education and Adult Learning (6 sem. cr.)

The purpose of this course is to engage students with the environment, expectations, and content of doctoral work in the Higher Education and Adult Learning specialization of the Ed.D. program. Students learn about Walden's online learning environment as well as the university and program support systems, expectations, and outcomes. They also gain knowledge about the field, synthesized with reflection on their own experience and goals, and develop doctoral-level critical-thinking and writing skills.

EDUC 8101 How Adults Learn: Theory and Research (6 sem. cr.)

Adult learning is both similar to and different from learning at any other age. In this course, students examine the similarities and differences, focusing on adult learning and developmental theory and the wide range of research that supports it. Students explore adult learning theories from andragogy to

transformation, phase and stage developmental theories, and effects of gender and culture on adult learning. Reflection on the relationship of this material to students own experiences is expected.

EDUC 8102 Applied Research in Education (6 sem. cr.)

In this course, students develop a broad understanding of theoretical frameworks and of the appropriate use of both qualitative and quantitative methods. The course also focuses on methods designed specifically for studying adult development and *how* adults learn. Methods are explored by studying the philosophy of research and particular research strategies, reviewing literature in the field, and searching for and critically analyzing literature relating to students' individual interests.

EDUC 8103 Designing and Assessing Learning Experiences (6 sem. cr.)

Research has considerably expanded our knowledge of adult learning and development in recent years. These gains have resulted in a new paradigm for the design and assessment of learning experiences. In this course, students advance their understanding of research methods as they examine literature about design and assessment. They also apply research-based principles to design a project to develop learning experiences for a specific population of adults, whether on-site, online, or through a blended, hybrid model.

EDUC 8104 Facilitating Adult Learning (6 sem. cr.)

Grounded in research and theory about learning differences, this course explores the repertoire of practices that facilitate adult learning from both the teaching and learning perspectives. These practices range from mentoring and coaching to collaborative engagement and reflective practices. Students deepen their understanding of research methods by critiquing articles and by designing research studies to investigate specific learning practices.

EDUC 8105 Adult Learning: Trends, Issues, Global Perspectives (6 sem. cr.)

Because our current state of knowledge is guaranteed to change as research and technological innovations continue, it is necessary that we all function as lifelong learners. In this course, students examine some intriguing and potentially critical directions in adult learning, including brain research, new technologies, and the impact of globalization. Students have opportunities to examine and reflect on the effects of these trends on their own areas of interest, including the possibility of participation (virtually or physically) at one of Laureate's international campuses.

EDUC 8106 Project Study: Research in Practice (6 sem. cr.)

This course provides students an opportunity to design their project study in collaboration with program colleagues. In addition to reading about developing proposals in general, students analyze examples of Walden Ed.D. doctoral proposals on a range of projects. Students explore the research methods or project types that they may incorporate into their own doctoral studies. Finally, students engage in the iterative process of writing their own proposals, including feedback from their peers and course instructors.

EDUC 8140 Leadership for Today's Schools (6 sem. cr.)

Today's schools are dynamic places and demand leaders in all arenas; from the boardroom to the classroom. Leaders must understand how learning communities operate and thrive, and be prepared to deal with the demands of internal and external forces. The 21st-century leader who understands change theory will continually appraise the evolving needs of the learning community and apply a grounded knowledge base of theory and practical strategies supported by research. This course empowers leaders to explore current and future technology as they assess educational trends and issues. Learners will also analyze their own and others' paradigms and leadership styles, and determine best practices to promote positive social change.

EDUC 8141 Applied Research in Education (6 sem. cr.)

In Applied Research in Education, learners will develop a broad understanding of theoretical frameworks and of the appropriate use of both qualitative and quantitative methods. The course will also focus on methods designed specifically for studying human development and how individuals learn. Methods will be explored through studying the philosophy of research and particular research strategies, reviewing literature in the field, and searching for and critically analyzing literature relating to learners' individual interests.

EDUC 8142 Teaching and Learning: Theory and Research (6 sem. cr.)

Research has considerably expanded our knowledge of teaching and learning in recent years. These gains have resulted in a new paradigm for the design and assessment of learning experiences. In this course, students will: 1) advance their understanding of research methods as they examine literature about design and assessment; and, 2) apply research-based principles to design a project to develop learning experiences for a specific population of learners, whether on-site, online, or through a hybrid model.

EDUC 8143 Collegial Interactions and Professional Development (6 sem. cr.)

The course expands the role of teacher leadership from the classroom to the school community. The course focuses on the development of knowledge, abilities, and dispositions necessary for effective and productive leadership in effecting professional partnerships, participating in collegial study teams, facilitating professional development of other educators, and adeptly using collegial and collaborative processes such as coaching and mentoring.

EDUC 8144 Teacher Leadership: Trends, Issues, Global Perspectives (6 sem. cr.)

Since our current state of knowledge is guaranteed to change as research and technological innovations continue, it is necessary that we all function as lifelong learners. In this course, we examine some intriguing and potentially critical directions in teaching and learning; these include brain research, new technologies, and the impact of globalization. Learners will have opportunities to examine and reflect on effects of these trends on their own areas of interest.

EDUC 8145 Project Study: Research in Practice (6 sem. cr.)

This course provides an opportunity to design the project study in collaboration with program colleagues. In addition to reading about developing proposals in general, learners will analyze examples of Walden University Ed.D. doctoral proposals about a range of projects. Learners will also further explore the research methods or project types that they may incorporate in their own doctoral studies. Finally, learners will engage in the iterative process of writing their own proposals, including feedback from peers and their course instructors.

EDUC 8458 Advanced Research: Conducting Pilot and Field Studies (5 cr.)

Pilot studies are useful for determining the adequacy of research procedures, including reliability and validity of instruments, observational techniques, interview procedures, and the degree to which the design captures the intended outcomes or effects. The benefit of pilot and field studies is the practice one receives prior to investing time and money in a larger scale research project. The intent of this course is to provide students with an opportunity to gain experience with the research methodology, method, and instruments that will be used in their dissertation. In addition to implementing the research design and analyzing the data, students critique the design for flaws as well as strengths. (*Prerequisites: RSCH 8200D and RSCH 8300D.*)

EDUC 8468 Advanced Research: Communicating Knowledge in Educational Research (4 cr.)

Researchers are obligated to communicate the results of their research. In this course, students produce research articles based on the pilot/field studies they've conducted. Articles should conform to the

guidelines for publication in relevant scholarly journals. The intent of the course is for students to practice their skills in transmitting the results of their scholarly inquiry to the community of scholars.

(Prerequisite: EDUC 8458.)

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

This course provides 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 explores the role of the educational leader in human resource management in schools and school districts. Emphasis is placed 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. The course also focuses on strategic planning in human resource development and school effectiveness and its relationship with the school system. Students develop a model for supervision and evaluation of a human resource development program.

EDUC 8803 Student Personnel Services (4 cr.)

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

EDUC 8804 School Financial Management (4 cr.)

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

EDUC 8805 Reflective Instructional Practice (4 cr.)

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

EDUC 8806 Educational Measurement and Evaluation (4 cr.)

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

EDUC 8807 Curriculum Theory and Design (4 cr.)

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

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

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

(Prerequisites: EDUC 8801, EDUC 8802, and EDUC 8803.)

EDUC 8812 Critical Survey of Technology (4 cr.)

This course focuses on current and emerging innovative technologies that affect and enhance the learning environment for students. Included is a discussion of topics affecting learning environments, such as cultural/equity issues, computer crime, computer security, computer games versus educational software, online learning, graphics versus text, accuracy of information on the Internet, pornography, and assistive/adaptive learning. Students critically evaluate an educational software package, an online learning infrastructure, and software used for drill/practice, tutorial, simulation, and problem-solving—sharing titles of software and Web sites used in their content area.

EDUC 8813 Management of Technology for Education (4 cr.)

This course explores issues that deal with integrating and managing technology in education. Areas such as leadership, strategic planning, systems acquisition, coordination, and implementation, as well as the impact of managing technology and its implications for teaching, learning, and administrative functions are studied. Policies that impact human resource development, staff development, information access, security, management control, and evaluation are also discussed in this course.

EDUC 8814 Learning Theories and Instructional Technology (4 cr.)

Students explore the connection between principal theories of human learning, including behaviorism, cognitive information processing, and constructivism, as applied to the pedagogy of effective instruction. The focus of this course is on instructional interventions and their potential improvement through the application of technology.

EDUC 8823 Computer Technology and Multimedia in Education (4 cr.)

In this course, emerging computer-based multimedia innovations and applications are examined. Students learn about software, courseware, presentation devices, output devices, and mass storage devices for course delivery using instructional technology. Students evaluate various authoring systems in either Windows or Mac environments to identify strengths and weaknesses. They learn instructional design principles and demonstrate the ability to produce simple but effective multimedia presentations using a multimedia authoring program.

EDUC 8824 Integration of Technology in the Curriculum (4 cr.)

This course covers how to create curriculum materials and courses that integrate technology allowing for access to new information, development of new learning skills, and the empowerment of students. It also

covers learning styles and the student as the center of learning and explores the role of technology and its incorporation within the learning curriculum for students and teachers.

EDUC 8825 Course Development and Delivery Utilizing Technology (4 cr.)

This course analyzes instructional design principles and procedures, including needs assessment, objectives, and criterion test design. It covers the development of guidelines to inform decision-making processes that accompany the design, development, production, utilization, and evaluation of course materials that use computer-based and other technologies. Students create a development proposal, then design and develop an instructional Web site complete with online assessments, utilizing Dreamweaver and Coursebuilder. Familiarity with this software is not a prerequisite; students who are unfamiliar with these tools can take tutorials provided by Macromedia.

EDUC 8826 Planning and Implementing Instructional Technological Environments (5 cr.)

This field-based experiential course prepares educators as leaders in developing policies and procedures and planning, budgeting, implementing, and administering instructional technology environments. Students focus on the theoretical and practical considerations for researching, planning, configuring, evaluating, and administering facilities and resources in their own instructional settings. The 5-credit course includes a 1-credit practicum.

EDUC 8840 Evolution of Educational Technology in Society, Education, and the Workplace (4 cr.)

Students explore the history and evolution of information and communication technology as a field of study, before and following the emergence of computer and cyberspace technology. The course focuses on the evolution of learning from the agricultural to the industrial to the information age.

EDUC 8841 Diffusion and Integration of Technology in Education (4 cr.)

The focus of this course is the social and systemic change resulting from the integration and diffusion of technological innovations. Students explore Rogers' diffusion of innovations theory and research that shows best practices for integrating technology in the workplace, to find ways to be a catalyst for change. Strategies for overcoming resistance and barriers to change are analyzed.

EDUC 8842 Principles of Distance Education (4 cr.)

Different theories and the history of distance education are explored. Students critique current research and assess online learning programs, including hybrid and fully online delivery. Students analyze accessibility issues, open-source development, best practices to facilitate learning, global trends, and the move from elite to mass higher education. Synchronous and asynchronous platforms are compared.

EDUC 8843 Leading and Managing Educational Technology (4 cr.)

Students in a corporate or educational setting critique and develop management plans for integrating and managing technology in the workplace. Issues discussed include leadership styles, strategic planning, future thinking, industry analysis, cost/benefit, accountability, outcomes assessment, scalability and sustainability, and ethics and legal issues. Students explore policies that have an impact on human resource development, staff development, information access, security, management control, and evaluation.

EDUC 8844 Designing Instruction for Distance Education (4 cr.)

The focus of this course is the design and delivery of distance education, with an emphasis on the development, field testing, and revision of a Web-based unit. Among the topics included are learning styles, learning theory, engaging instructional electronic strategies, social networking and collaborative

groups, assessment, global perspectives, and diversity. Learners analyze effective online educational experiences from education and the workplace. (*Prerequisite: EDUC 8842.*)

EDUC 8845 Learning Theory and Educational Technology (4 cr.)

Learners extend their knowledge of learning theory to the application of educational technology, as they explore ways to translate theory to practice. Instructional interventions and their potential improvement through the application of technology will be explored. How technology facilitates learning will be explored using the theories of multiple intelligences, constructivism, computers as mind tools, brain-based learning, connectivism, and the conceptual age. Learners should bring to this course a basic comprehension of behaviorism, cognitivism, and constructivism from their master's programs.

EDUC 8846 Current Research in Educational Technology (4 cr.)

Doctoral learners will critique current research on critical issues and emerging areas of educational technology to discover gaps in the research. From the gaps, learners will identify research questions and problem statements that might serve to “effect positive social change for diverse learners,” which could be used as the basis of their prospectus for their dissertation. Learners will develop proposals for presenting at professional conferences and explore means to publish their research in professional journals. (*Prerequisites: RSCH 8100D, RSCH 8200D, and RSCH 8300D.*)

EDUC 8847 Multimedia Technology to Facilitate Learning (4 cr.)

Strategies for facilitating learning through the use of technology will be explored in this course including electronic and multimedia presentation of materials and curriculum design. Learners will design learning materials based on principles of universal design utilizing electronic materials.

EDUC 8848 Emerging and Future Technology (4 cr.)

The emergence of new technologies in the information age and beyond is dramatically changing the way people teach and learn in K–12, higher education, and corporations. Learners will explore the new scholarship, collaborative tools, social networking, wireless and mobile technologies, creative commons, fair use, user-created content, and virtual worlds to become leaders in helping to diffuse these innovations. Projections regarding future technological movements will be explored to conceive a world where technology is a seamless aspect of learning and work.

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

Students may elect to take an on-site practicum working under the mentorship of a community college leader instead of the advanced research seminars. Mentors should be exemplary community college leaders in roles similar to those the students are preparing to enter. The general objective of the practicum is to provide students with the opportunity to learn by listening, discussing, questioning, observing, participating, and contributing in a leadership role while working with a mentor/supervisor. Students are expected to participate in the work of the site supervisor for 120–180 hours, usually over a 12-week period.

EDUC 9000 Dissertation (30 cr.)

This course offers doctoral students the opportunity to integrate their Program of Study into an in-depth exploration of an interest area that includes the completion of a research study. Students complete the dissertation independently, with the guidance of a dissertation supervisory committee chair and committee members. Students complete a prospectus, proposal, Institutional Review Board application, and dissertation. Once students register for EDUC 9000, they will be registered each term until successful completion of the dissertation. (*Prerequisites: Foundation course, core KAMs, RSCH 8100D, RSCH 8200D, and RSCH 8300D.*)

EIDT

EIDT 2001 Technology and Learning (5 cr.)

Technology today facilitates and supports learning in ways never before possible. In this course, students learn how computers, multimedia tools, and other educational technologies can be used to differentiate the learning experience, provide access, and meet the needs of diverse learners. Students examine current trends and gain an understanding of the appropriate integration of technology and instruction. (Prerequisite: EDUC 1014.)

EIDT 2002 Web Design I (5 cr.)

This course presents the fundamental techniques and principles of effective Web design. Students learn the basics of building Web sites that incorporate good functionality and design elements in order to meet the needs of a diverse audience. Topics include introductory hypertext markup language (HTML), common graphic and Web publishing standards, Web publication protocols, and basic principles of Web site layout and design.

EIDT 2003 Introduction to Distance Education (5 cr.)

While distance learning is not a new concept, advances in technology and the Internet have been a catalyst for the rapid expansion of distance education to meet a variety of learning needs. This course provides a comprehensive overview of distance education. Students examine the field to gain both a historical perspective and an understanding of current trends. Students also gain the basic concepts, models, and technologies of distance learning. (Prerequisite: EDUC 1014.)

EIDT 2004 Instructional Design I (5 cr.)

The instructional designer plays a key role in developing education and training programs in both the public and private sectors. In this course, students are introduced to the field of instructional design. They gain an understanding of the role an instructional designer plays in constructing the learning experience and explore the essential job functions and career paths available in this field.

EIDT 3002 Multimedia Tools (5 cr.)

Multimedia tools allow instructional designers to be creative and develop innovative learning environments. This course provides an introduction to the design, production, and evaluation of multimedia for instructional purposes. Students experiment with tools commonly used for the creation of multimedia elements and learn how to create basic multimedia components incorporating audio, video, and visual graphics.

EIDT 3003 Ethical and Fair Use of Instructional Materials (5 cr.)

Instructional designers are faced with the challenge of finding and using materials from various resources. In this course, students examine the issues related to the use of licensed and copyrighted content in the development of instructional materials. Students explore the legal and ethical implications of copyright, fair use, and Creative Commons licenses when designing materials for both nonprofit and for-profit entities.

EIDT 3004 Instructional Design II (5 cr.)

This course is a continuance of the principles learned in Instructional Design I. Students explore the basic elements of commonly used instructional design theories and models and compare the processes and procedures of these models. They gain a working knowledge of the instructional design process, including

how to identify learning and performance gaps and how to design and implement instructional solutions. (*Prerequisites: EIDT 2004 and EDUC 3004.*)

EIDT 4001 Instructional Design Capstone (5 cr.)

This capstone course provides students with the opportunity to showcase their skills and creativity by applying their knowledge of instructional design, learning environments, and multimedia tools to an authentic task. Students work with a client or explore a case study to identify an instructional need and construct an appropriate solution.

EIDT 4002 Web Design II (5 cr.)

This is a project-based course in which students build on their basic knowledge of Web design to learn more advanced design and development skills. Students apply their knowledge of Web design, multimedia tools, and principles of visual literacy to the creation of a Web site. Emphasis is placed on the development of Web sites that incorporate multimedia elements for education and training.

(*Prerequisites: EIDT 2002, EIDT 3002, and CMIS 2001.*)

EIDT 4004 Instructional Design III (5 cr.)

In this course, students apply the principles of instructional design to a learning situation. They also apply their knowledge of the instructional design process in order to define learning goals and outcomes, as well as to create instructional materials, and evaluate the effectiveness of those materials. (*Prerequisites: EIDT 3004 and CMIS 4201.*)

EIDT 6100 Instructional Design (3 sem. cr.)

In this course, students learn the foundational principles and elements of the instructional systems development process, from analysis through evaluation. Students explore commonly used instructional design models, such as ADDIE, and learn how to apply them in an education or training environment. They gain an understanding of the preliminary phases of instructional design models, such as writing instructional objectives and conducting analyses. Students also focus on incorporating sound instructional strategies into the design and development of instructional systems and into the development of prototypes in real-world instructional settings.

EIDT 6110 Advanced Instructional Design (3 sem. cr.)

This course is designed to extend students' knowledge and application of the instructional design process. Students gain a deeper understanding of best practices for the implementation and evaluation of education and training programs. Emphasis is placed on delivery of instruction and the various strategies for assessing student learning both during and after instruction. Students demonstrate their learning by solving a real-world instructional or performance improvement problem.

EIDT 6120 Multimedia Design and Development (3 sem. cr.)

In this course, students take a systematic approach to the design and development of multimedia for instruction. Students combine their knowledge of effective instructional strategies with the basic principles of visual literacy, Web design, and multimedia design to develop effective and usable learning objects. They create an interactive learning experience and beta test it in a learning management system.

EIDT 6130 Program Evaluation (3 sem. cr.)

Program evaluation is the final step in an effective systematic approach to instructional design. In this course, students explore the models, principles, and practices employed in conducting effective and thorough evaluations of instructional and performance improvement programs. Students learn how to

select an evaluation approach, develop an evaluation plan, design or select data collection tools, and collect, analyze, and interpret data related to authentic cases.

EIDT 6500 Performance Improvement (3 sem. cr.)

This course surveys the research, models, and issues associated with improving human performance in workplace settings. Students explore methods and techniques for recognizing and analyzing performance gaps, conducting needs assessments, determining appropriate instructional and performance support interventions, and measuring the results of implemented solutions. Emphasis is placed on determining whether instructional or other performance support interventions are appropriate for addressing identified needs. Students also use results from analyses to inform the design of job aids, instruction, and other performance support systems.

EIDT 6501 Training and Development (3 sem. cr.)

The ability to manage and deliver training is an essential skill for human resource and performance improvement professionals. In this course, students study models, techniques, and best practices for managing and delivering training systems and modules. Topics include managing the learning environment, selecting appropriate materials and assessments, and tracking learner performance and completion. Students also explore technologies that support the planning, presenting, and managing of instructor-led and self-directed courses and training systems in both face-to-face and virtual environments.

EIDT 6510 Online Instructional Strategies (3 sem. cr.)

Effective instruction in an online setting requires strategies that leverage the unique characteristics of distance learners and online environments. In this course, students apply their knowledge of instructional design and distance learning to analyze, select, and design instructional strategies that are most effective for engaging and teaching online learners. Students learn methods for managing and delivering online instruction, with the goal of integrating effective strategies with course management tools and multimedia technologies in both synchronous and asynchronous environments.

EIDT 6511 Assessments in Online Environments (3 sem. cr.)

The online environment provides instructors the opportunity to reach beyond traditional practices and explore new ways of assessing student-learning outcomes. In this course, students apply their knowledge of learning theory, assessment practices, and instructional design principles to the development of assessment strategies in online education and training environments. Students review research and practical strategies for assessing student learning in both synchronous and asynchronous environments.

EIDT 6910 Capstone: Practical Application of Instructional Design (3 sem. cr.)

This course serves as the culminating experience for the program and provides students the opportunity to exhibit their knowledge, skills, and creativity in an authentic situation. Students demonstrate their ability to integrate instructional design principles and practical skills and to apply them to a real-world learning or performance problem. Students work with a client in a consultative capacity or explore a case study that may include front-end analyses; the design, development, and implementation of performance support and instructional materials; and/or the evaluation of an instructional or performance support program.

ENGL

ENGL 2002 Professional Writing for Successful Communication (5 cr.)

Clear and persuasive writing is a fundamental professional skill. This course covers the fundamentals of written communication in a professional setting, starting with a clear understanding of the audience and the purpose of the communication act, and proceeding to choices of modality, timing, and idiom. Many examples are considered, such as business letters, résumés, briefing memos, newsletters, proposals and requests for proposals, and so on. Fundamental writing skills such as grammar and sentence structure, punctuation, style, citation, and word choice are reinforced. (*Prerequisite: COMM 1001.*)

ESOL

Beginning Level

ESOL S3001 Foundational Professional English (2 cr.)

This is a foundational course for students with little or no exposure to English. This course covers the basics of listening, speaking, reading, and writing in a professional context. Students completing this course will develop functional conversation skills in daily life situations. Topics include greetings, talking about costs, and giving and asking for personal information.

ESOL S3010 Professional English I (2 cr.)

This beginning-level course builds on skills mastered in Foundational Professional English. It further develops the basics of listening, speaking, reading, and writing in a professional context. Students completing this course will be prepared to take Professional English II. Topics include posing specific questions and talking about jobs.

ESOL S3020 Professional English II (2 cr.)

This beginning-level course builds on skills mastered in Professional English I. It further promotes development of listening, speaking, reading, and writing in a professional context. Students completing this course will be prepared to take Professional English III. Topics include transportation and communicating by telephone.

ESOL S3030 Professional English III (2 cr.)

This upper-beginning-level course builds on skills mastered in Professional English II. It further promotes development of listening, speaking, reading, and writing in a professional context. Students completing this course will be prepared to move on to the intermediate series of courses. Topics include business travel and office communications.

Intermediate Level

ESOL 3040 Professional English IV (2 cr.)

This low-intermediate course focuses on listening, speaking, reading, and writing in a professional context. Aspects of grammar and vocabulary are also highlighted. Students completing this course will be prepared to move on to Professional English V. Topics covered include describing a product, asking people about themselves and their work, and asking for and giving opinions.

ESOL 3050 Professional English V (2 cr.)

This low-intermediate course further develops listening, speaking, reading, and writing in a professional context. Aspects of grammar and vocabulary are also highlighted. Students completing this course will be prepared to move on to Professional English VI. Topics covered include expressing necessity, expressing possibility, stating intentions, and comparing facts and figures.

ESOL 3060 Professional English VI (2 cr.)

This intermediate course further develops listening, speaking, reading, and writing in a professional context. Aspects of grammar and vocabulary are also highlighted. Students completing this course will be prepared to move on to Professional English VII. Topics covered include reviewing and summarizing information, identifying problems, giving a presentation, and negotiating (making and responding to offers).

ESOL 3070 Professional English VII (2 cr.)

This intermediate course continues the development of listening, speaking, reading, and writing in a professional context. Aspects of grammar and vocabulary are also highlighted. Students completing this course will be prepared to move on to Professional English VIII. Topics covered include expressing possibility and probability; identifying areas of agreement; summarizing and confirming; and making hypothetical statements.

ESOL 3080 Professional English VIII (2 cr.)

This high-intermediate course continues the development of listening, speaking, reading, and writing in a professional context. Aspects of grammar and vocabulary are also highlighted. Students completing this course will be prepared to move on to the advanced level courses. Topics covered include introducing points of discussion, making or opposing a proposal, responding to complaints, and responding to requests for action.

Advanced Level

ESOL 3090 Professional English IX (2 cr.)

This course covers the skills of listening, speaking, reading, and writing in a professional context at an advanced level. Writing and oral presentation skills are the major focus. Students completing this course will be prepared to move on to Professional English X. Topics covered include asking for opinions and bringing others into the discussion; stating and postponing goals; giving and responding to feedback; and giving a presentation.

ESOL 3095 Professional English X (2 cr.)

This course covers the skills of listening, speaking, reading, and writing in a professional context at a high advanced level. Writing and oral presentation skills are the major focus. Topics covered include responding to a proposal; asking for and stating contingency plans; and emphasizing the need for action and buying time.

FNCE

FNCE 3001 Financial Management (5 cr.)

The principles of finance are examined from an applied perspective of the difficult strategic and operational decisions that exist in the business environment. The general objective of this course is to provide decision-makers with the financial and managerial finance theory, concepts, and tools necessary to make better financial management decisions as well as to conduct sound financial analysis.

(Prerequisites: ACCT 1001.)

FNCE 4101 Corporate Finance (5 cr.)

Students gain an understanding of the decisions made by finance managers in organizations. These decisions include choosing between competing investment opportunities; valuing assets; measuring risk and return; financing the firm's operations; making dividend policy and capital structure decisions; and valuing financial instruments. *(Prerequisite: FNCE 3001.)*

FNCE 4102 Financial Institutions and Markets (5 cr.)

This course investigates the following financial markets: money, bond, mortgage, stock, foreign exchange, and derivative security markets. Students learn about the operation and regulation of commercial banks, thrift institutions, insurance companies, securities firms, investment banks, finance companies, mutual funds, and pension funds. *(Prerequisite: FNCE 4101.)*

FNCE 4103 International Finance (5 cr.)

This course introduces students to the field of international finance. Primarily, emphasis is on international financial markets and the macroeconomics of international financial flows. Topics include foreign exchange, international securities markets, and international banking. *(Prerequisite: FNCE 4102.)*

FPSY

FPSY 5101 Introduction to Forensic Psychology (5 cr.)

This course provides students with an overview of the areas covered by a broad definition of forensic psychology. In doing so, this course introduces the basic tenets of forensic psychology and the criminal justice system. Topics of study include criminal profiling, police psychology, psychology in the criminal courts, correctional psychology, and others. Assignments focus on providing the student with a broad basic knowledge of the forensic psychology field.

FPSY 5115 Understanding Forensic Psychology Research (5 cr.)

This course aims to help the student better understand how to be an astute consumer of forensic psychology research. Basic principles of statistics, such as reliability and validity, are covered. However, this course places emphasis on teaching the student how to critically read forensic psychology research and how best to apply research results to forensic clinical settings.

FPSY 5125 Assessment in Forensic Psychology Settings (5 cr.)

This course covers the varied assessment techniques and instruments used in the forensic psychology arena. Some of the assessment areas covered include risk assessment, juvenile evaluations, lie detection, and custody evaluations, as well as many of the psychological tests and instruments that are used in these assessments. The course will provide a solid foundation of the knowledge of forensic psychology techniques and assessment rather than specific skills in administering and interpreting psychological tests.

FPSY 5135 Criminal Behavior (5 cr.)

This course provides students with contemporary views and theories of maladaptive and criminal behavior. The course discusses a broad conceptualization of criminal behavior, such as that which comes from the sociological and anthropological perspectives. Theories and application of criminal profiling will be discussed. Additionally, the course will address more specific views of criminal behavior germane to groups such as psychopaths, serial offenders, and sexually violent predators.

FPSY 5145 Ethical Issues and Professional Responsibilities in Forensic Psychology (5 cr.)

This course provides students with the contemporary knowledge needed to apply ethical practice and professional responsibilities while working as a forensic psychologist. The American Psychological Association's Ethical Principles of Psychologists and Code of Conduct as well as the American Psychology-Law Society's Specialty Guidelines for Forensic Psychology are mainstays in this course. Additionally, the various roles and responsibilities of a forensic psychologist are covered.

FPSY 5720 Abnormal Behavior (5 cr.)

This course is an overview of what is commonly referred to as abnormal psychology; however, what constitutes normalcy is considered from multiple perspectives. Students explore the application of diagnostic criteria in various mental health work settings, such as schools, rehabilitation facilities, community agencies, and private practices. Environmental and biological factors contributing to behavioral disorders are considered using the scholar-practitioner model. Techniques are reviewed for the diagnosis and treatment of cognitive, emotional, and developmental disorders, as well as for psychophysiological and psychosocial problems. Multicultural factors that complicate diagnosis are reviewed.

FPSY 6101 Introduction to Forensic Psychology (5 cr.)

This course provides students with an overview of the areas covered by a broad definition of forensic psychology. In doing so, this course introduces the basic tenets of forensic psychology and the criminal justice system. Topics of study include criminal profiling, police psychology, psychology in the criminal courts, correctional psychology, and others. Assignments focus on providing the student with a broad basic knowledge of the forensic psychology field.

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FPSY 6511 Treatment of Forensic Populations (5 cr.)

This course provides students with the basic knowledge necessary to evaluate and subsequently treat many different forensic populations. Various forensic populations such as sex offenders, substance abusers, and victims of crime, as well as employee assistance to law enforcement personnel will be covered. Additionally, this course will address the use of traditional forms of intervention, such as individual and group psychotherapy, as well as recent developments in intervention, such as restorative justice.

FPSY 6512 Juvenile Justice, Delinquency, and Development (5 cr.)

The focus of this course is on the various aspects of the juvenile justice system and the population that it serves. As such, a thorough understanding of normal juvenile development is provided as a backdrop in which to better apply current juvenile justice codes and case law. The changing landscape of the juvenile justice field based on current research with its population will be covered.

FPSY 6520 Psychology in the Courts (5 cr.)

This course covers the major roles that a forensic psychologist could have within the court system. Issues such as expert testimony, jury selection, eyewitness testimony, and consultation with attorneys will be covered. Additionally, practical skills such as documentation and report writing will be addressed.

FPSY 6521 Police Psychology (5 cr.)

The focus of this course is directed at the various roles a psychologist might have when working within a police department. Issues such as officer selection and training, stress management, critical incident stress debriefing, and upper-management consultation are mainstays of the police psychologist and will be covered. Additionally, less-well-known roles such as training in hostage negotiations and the selection of special operations officers (S.W.A.T., snipers, tactical commanders) will be reviewed.

FPSY 6530 Forensic Applications in Community Settings (5 cr.)

This course is directed at the application of forensic psychology to various community settings. An emphasis is placed on working with offenders upon re-entry to the community and offenders who receive nonincarceration community placements. However, this course will also explore less-common applications such as restorative justice and community crime prevention.

FPSY 6720 Abnormal Behavior (5 cr.)

This course is an overview of what is commonly referred to as abnormal psychology; however, what constitutes normalcy is considered from multiple perspectives. Students explore the application of diagnostic criteria in various mental health work settings, such as schools, rehabilitation facilities, community agencies, and private practices. Environmental and biological factors contributing to behavioral disorders are considered using the scholar-practitioner model. Techniques are reviewed for the diagnosis and treatment of cognitive, emotional, and developmental disorders, as well as for psychophysiological and psychosocial problems. Multicultural factors that complicate diagnosis are reviewed.

FPSY 6915 Field Experience (5 cr.)

This is a 12-week practical field experience in a setting specific to the degree and the student's anticipated employment setting or service population. Students choosing this option will work a specified amount of time per week in the setting and participate in this weekly field experience course with peers. In the course, students will discuss their experiences in the setting and how they fit with the knowledge learned throughout the program.

HINF

HINF 6100 Introduction to Health Informatics (3 sem. cr.)

This course provides a broad historical, technological, and theoretical framework for the study of health informatics. Consideration is given to the past, present, and future of this rapidly evolving discipline, with exploration of critical issues and challenges within the field, as well as potential applications, benefits, and opportunities for improving the management of health care through information technology. Special topics to be considered include the development of virtual and interactive health care through technology; the interoperability, standardization, safety, and risks associated with the implementation of the electronic health record; and the emergence and adoption of new information technologies. Professional roles and responsibilities related to managing health information technology are described, as well as organizations that promote health informatics. A global perspective of trends and issues in health informatics is provided.

HINF 6115 U.S. Health System (3 sem. cr.)

This course examines the structure and function of the U. S. health care delivery system. Policies, programs, and organizations that affect the access, cost, quality, and safety of health services—and the effect of federal, state, and local politics on these services—are considered. The components of the system—including patients, organizations, health care professionals, public and private third-party payers, regulators, reimbursement and reimbursement methods, and technology—are identified and described, including the continuum of health services such as hospitals and hospital systems, ambulatory care services, long-term care services, wellness and prevention services, and community and public health services. Contextual factors and challenges that are linked to the health care delivery system are

addressed, as well as the impact of these challenges on the delivery of services and health care management.

HINF 6130 Information Systems Management (3 sem. cr.)

This course focuses on the technical aspects of information systems management, with an emphasis on the Systems Development Life Cycle (SDLC) approach. The identification and selection of appropriate systems technology and data standards, the creation of system requirements, the evaluation of system security, and the accommodation of human factors in system design and use are considered. Attention will be given to information technology terminology, functions, and standards, as well as the basics of information architecture and systems infrastructure. Key issues for systems design and development and for system support and maintenance are addressed, with attention to related topics such as computer-based patient records; decision support system design and analysis; clinical decision support systems; and artificial intelligence applications.

HINF 6145 Nature, Structure, and Representation of Health Information (3 sem. cr.)

This course examines the need for consistency in health data standards and the importance of appropriate identification and selection of these standards. The structure of medical and health information through effective knowledge representation is presented, with an emphasis on the practice of knowledge management and the incorporation of evidence-based best practices. The diverse vocabularies, terminology, ontology, acronyms, coding, and classification systems used in health information technology, both by the users of the information systems and by those who design and maintain those systems, are examined. Topics to be considered include data communication, the development and advancement of eHealth technologies, as well as future federal initiatives to digitalize health data.

HINF 6160 Legal, Regulatory, and Ethical Issues (3 sem. cr.)

This course provides an overview of the legal, regulatory, and ethical issues to be considered in the management and maintenance of health information systems. Local, state, federal, and international privacy laws and regulations—and the government agencies and regulatory bodies charged with creating and upholding these laws and regulations—will be considered, with particular attention given to the Health Insurance Portability and Accountability Act of 1996 (HIPAA). Key topics to be explored include data security, privacy, confidentiality, data reporting requirements, compliance, accreditation, and professional ethics. Attention will be given to evaluation of the security of a system, the impact of information technology on patient safety and health care liability, and identification and management of potential opportunities and risks of electronic health record systems.

HINF 6175 Quality Assessment and Improvement (3 sem. cr.)

This course provides an overview of health care quality, methods of assessing quality, and techniques for improving quality and safety. Key terminology and concepts will be addressed that include defining and measuring quality care; distinguishing between clinical quality and customer service quality; identifying techniques to avoid adverse clinical events; and exploring customer service quality in terms of defining, measuring, and improving patient satisfaction. Emphasis will be placed on the role of governmental agencies in promoting and reporting quality information regarding hospitals and other health organizations; agencies that review and accredit health care organizations and health plans; and recent initiatives of government and private payers to pay or reimburse health care providers and organizations for performance. The utilization of health information technology in improving clinical and service quality will also be addressed with consideration given to the IOM's recommendations as well as the 5 Million Lives Campaign.

HINF 6190 Project Management (3 sem. cr.)

The emphasis of this course is on preparing the student to facilitate implementation of a health information technology solution through the Systems Development Life Cycle (SDLC) using Project Management Institute-defined processes drawn from the Institute's Project Management Body of Knowledge (PMBOK) guide. Within the context of Institute-recognized project management standards, the student will learn to assess organizational need and readiness for a health information system, to engage in strategic and tactical planning for that technology, and to apply critical path analysis. Attention is also given to the preparation of the Request for Proposal (RFP) and the evaluation of vendor responses as a part of an overall health information technology project management process.

HINF 6205 Research and Program Evaluation (3 sem. cr.)

This course provides an overview of the research that informs health care programs, policy, and practice. Key topics addressed include the logic underlying scientific research; study design; sampling; identification of variables; methods of data collection and analysis; concepts in measurement (including reliability and validity); program evaluation; and research ethics. Numeric methods for data description; the Donabedian method of program evaluation; data modeling and research; data mining; and information system assessment are also considered. Students will be introduced to basic research methods and to statistical software used to support research. Strategies and skills for presentation of research results will be presented.

HINF 6220 Leadership, Organizational Behavior, and Change Management (3 sem. cr.)

This course addresses the unique structures of health care organizations and the behaviors within these organizations that impact their performance. The roles and responsibilities of management within health care organizations are addressed in this context and include the macro (organization-wide) perspective and micro (individual and team performance) perspective, with emphasis on understanding organizational values, mission, and vision; defining work to be carried out; and effectively delivering services within health care organizations in an increasingly global health care environment. Theories of organizational design and governance and of alternative organizational structures are addressed, with consideration given to the theory and practice of managing individuals and groups through motivation, communications, teamwork, leadership, organizational change, coalition building, negotiation, and conflict management and resolution. Development of student self-awareness and management style through group work and personal assessment is a key component of this course.

HINF 6235 Health Care Information Technology Business and Finance (3 sem. cr.)

This course provides an introduction to key business and financial aspects of developing health information technology solutions, with consideration given to the impact of that technology on patient safety and health care liability. Consideration will be given to analyzing the cost benefit of health information technology, assessing the return on investment (ROI) of implementing an information technology system, engaging in vendor evaluation and negotiations, and facilitating the acquisition of health information technology systems with consideration of global opportunities. Issues of human resources management are also addressed. The course expands upon the knowledge of the RFP process gained in the Project Management course.

HINF 6950 Practicum (3 sem. cr.)

The practicum provides an opportunity for applying and integrating the knowledge and skills acquired throughout the M.S. in Health Informatics program of study and for further development of key professional competencies. This experience is in alignment with the student's academic and professional goals and proceeds under the supervision of faculty. Supervision by an on-site preceptor is a critical component of the practicum. Students participate in an accompanying online seminar course, and

continue development of the ePortfolio informed by the practica experiences. Monitoring and evaluation is provided by the on-site supervisor and the course instructor.

HINF 6960 Scholarly Project (3 sem. cr.)

This course provides an opportunity for students to synthesize the practicum experience and the accompanying learning and to complete both a professional portfolio based on their field experience and a substantive written scholarly paper or project.

HLTH

HLTH 1000 Concepts of Health Promotion (5 cr.)

This course provides a definition of health and examines the many influences that shape our individual and collective perceptions of health. Consideration is given to the health-wellness continuum, including a number of factors such as the presence or absence of disease, injury, environment, genetics, culture, and other behavioral, demographic, psychological, and social forces. Evidence-based methodologies for interventions to promote health and enhance wellness are examined.

HLTH 1005 Context of Health Care Delivery (5 cr.)

This course provides a systems-level analysis of the implications of health care policy on issues of access, equity, affordability, and social justice in health care delivery. Legislative, regulatory, and financial processes relevant to the organization and provision of health care services are examined with attention to their impact on quality and safety in the practice environment and disparities in the health care system.

HLTH 2100 Principles of Epidemiology (5 cr.)

This course focuses on the principles governing the study and practice of epidemiology. Consideration is given to the various methods available to health professionals for selecting and measuring factors of interest, describing their distribution, detecting associations, and identifying populations at risk. The features, advantages, and limitations of common epidemiologic research designs are addressed.

HLTH 2105 Introduction to Research Methods and Analysis (5 cr.)

This course examines the basic components required for the conduct of health-related research and provides students with the analytic tools needed to understand and assess research methods described in the scientific literature. Basic research methods are described, including surveys, observational studies, experimental and quasi-experimental design, use of primary and secondary data, and statistical techniques for analyzing and interpreting data.

HLTH 2110 Behavioral and Cultural Issues in Health Care (5 cr.)

This course examines the cultural and behavioral issues that influence the management and delivery of health care services and provides a framework for assessing the effect of culture and behavior in a variety of settings and situations. Health disparities attributable to diverse cultural and behavioral factors are identified and their implications for health care policy are discussed.

HLTH 2115 Aging Across the Lifespan (5 cr.)

This course provides an overview of the effects of aging on health and development across the entire human lifespan. Physical, social, emotional, and cognitive milestones are examined in childhood,

adolescence, adulthood, and old age, with a particular emphasis on the significant changes that occur towards the end of life.

HLTH 2120 Health Informatics (5 cr.)

The focus of this course is on the application and use of information technology to support clinical and managerial decision-making in health care. Emphasis is placed on information technology that supports the delivery of services, including the collection, storage, retrieval, and communication of data; information systems safeguards; ethical and legal issues; and information management to promote patient safety and quality of care. Information literacy, and basic hardware and software concepts are addressed. Fundamental software applications, including spreadsheets and health care databases, are considered.

HLTH 3100 Ethical and Legal Issues in Health Care (5 cr.)

This course explores the legal and ethical issues that are fundamental to the practice of health care and the conduct of health-related research. A historical overview of events and milestones that have shaped the contemporary regulatory landscape is provided. Specific topics include privacy and confidentiality, informed consent, licensing, and malpractice, among others. The course also considers ethical decision-making models for assuring the quality, safety, and appropriateness of health care and services.

HLTH 3105 Interdisciplinary Perspectives in Health Care (5 cr.)

This course introduces students to a patient-centered interdisciplinary model for health care delivery in which individual practitioners collaborate as members of a team. The benefits of such an approach for patients and providers with emphasis on improved outcomes will be examined. Potential obstacles and institutional barriers such as delineation of responsibilities, reimbursement, and licensing are also considered.

HLTH 3110 Issues in Acute and Long-Term Care (5 cr.)

This course will examine major issues in acute and long-term health care policy and practice from the perspective of the patient and the provider. Topics include access, affordability, insurance, quality, safety, and technology. Special consideration will be given to the social, institutional, economic, and regulatory contexts in which services are delivered.

HLTH 3115 Public and Global Health (5 cr.)

The course is designed to provide an overview of public and global health issues that transcend national borders, class, race, ethnicity, and culture. The role of the health care provider in preserving and promoting health among diverse populations is discussed. Students will consider global health and their role in health promotion, protection, and maintenance, and in illness prevention of targeted populations. Principles of epidemiology and the influencing sociopolitical factors that impact health and well-being are explored.

HLTH 4000 Introduction to Health Care Management (5 cr.)□

This course presents management concepts and theories designed to influence and improve the performance of health care organizations. The external and internal environments of organizations are identified, as well as key management functions, roles, and responsibilities. Essential aspects of health care management are addressed.

HLTH 4100 Health Care Organization Theory and Behavior (5 cr.)□

This course focuses on the theories of behavior of health care organizations at the macro (organization-wide) level and micro (individual and team performance) level. Factors that influence an organization's

behavior, as well as performance, including the role of culture, group processes, and interactions are considered.

HLTH 4105 Health Care Finance and Economics (5 cr.) □

This course provides the foundations for economic evaluation and financial management in delivery of health care services, including principles of supply and demand. The purpose and methods of financial reporting, such as financial statements and balance sheets, are explained. Financial risk and insurance principles and mechanisms for health care reimbursement, including Medicare, Medicaid, and other payor programs are presented. The course also explores the financial, political, and economic aspects of universal health care.

HLTH 4110 Health Care Quality and Safety (5 cr.) □

This course focuses on major quality and safety issues within health care organizations. Methods of assessing quality and techniques for improving quality are considered, as well as opportunities for preventing adverse and never events with attention given to the 5 Million Lives Campaign. Current requirements for reporting indicators of quality and pay-for-performance initiatives to reward quality are addressed.

HLTH 4115 Strategic Planning and Marketing in Health Care (5 cr.) □

This course presents key concepts related to strategic planning, including the relationship of the plan to the organization's mission, values, and vision. Students will be introduced to assessment techniques and methodologies for evaluating the strengths, weaknesses, opportunities, and threats (SWOT analysis) for a health care organization. The relationship between strategic planning, marketing, and organizational performance will be considered.

HLTH 4120 Managing the Health Care Workforce (5 cr.) □

This course addresses the role of human resources in health care organizations as related to the recruitment, retention, and management of the health care workforce. Consideration is given to workforce development models and employee benefits as well as compensation strategies. Methods used by human resource professionals to develop goals and expectations for evaluating employee performance and promoting effective employee relations are addressed, as well as human resource problem-solving strategies such as conflict resolution, collective bargaining, and arbitration methods.

HLTH 4900 Capstone (5 cr.)

The capstone provides an opportunity for students to synthesize the knowledge and skills gained from the program of study through a written paper or project.

HLTH 8008 Foundations for Doctoral Study (6 cr.)

The purpose of this course is to introduce students to Walden University and to the requirements for successful participation in an online curriculum. It provides a foundation for academic and professional success as a scholar-practitioner and social change agent. Course assignments focus on practical application of writing and critical thinking skills and promote professional and academic excellence. Major assignments include the preparation of the Professional Development Plan, Program of Study, and a sample KAM Learning Agreement. **Note:** *Students are required to take this course immediately upon enrollment, and must successfully complete it before proceeding with KAMs or coursework.*

HLTH 9000 Dissertation (30 cr.)

This course sequence offers doctoral students the opportunity to integrate their Program of Study into an in-depth exploration of an interest area that includes the completion of a research study. Students complete the dissertation independently, with the guidance of a dissertation supervisory committee chair

and committee members. Students complete a prospectus, proposal, Institutional Review Board application, and dissertation. Once students register for HLTH 9000, they are registered each term until successful completion of the dissertation. (*Prerequisites: RSCH 8100X, 8200X, and 8300X. For the General Program and for the Health Management and Policy specialization, students must first also complete the core KAMs, RSCH 8100X, and RSCH 8200X, and appoint their dissertation supervisory committee. For the Community Health Promotion and Education specialization, students must first also complete two KAMs, RSCH 8100X, RSCH 8200X, and the public health behavioral science foundation courses.*)

HRMG

HRMG 3001 Human Resource Management (5 cr.)

This course provides students with a comprehensive overview of human resource management. Traditional topics such as job analysis and design, recruitment, selection, performance appraisal, training, staffing, career management, compensation, benefits, health and safety, and employee relations are examined. Technology-based resources are also evaluated. (*Prerequisite: BUSI 1001.*)

HRMG 4201 Strategic Human Resource Management (5 cr.)

Students learn to align human resource management functions and activities with corporate strategic goals. Strategies such as incentive cash and/or stock compensation programs, employee ownership, and nonmonetary rewards are compared and contrasted. The impact on employee motivation and retention is also examined. (*Prerequisite: HRMG 3001.*)

HRMG 4202 Human Resource Development and Change (5 cr.)

This course addresses the process of human resources development and organizational change, including training and development, leadership development, and performance improvement through topics such as learning principles, interventions, employee orientation and socialization, performance management and coaching, and diversity. (*Prerequisite: HRMG 4201.*)

HRMG 4203 Human Resource Management: Analysis and Problems (5 cr.)

The role of human resource management is examined in the areas of performance appraisal systems, compensation, and labor-management issues. The role of federal regulations, including equal opportunity, sexual harassment, discrimination, and other employee-related regulations, is reviewed. (*Prerequisite: HRMG 4202.*)

HUMN

HUMN 8008 Foundations for Doctoral Study (6 cr.)

The purpose of this course is to introduce students to Walden University and to the requirements for successful participation in an online curriculum. It provides a foundation for academic and professional success as a scholar-practitioner and social change agent. Course assignments focus on practical application of writing and critical thinking skills and promote professional and academic excellence. Major assignments include the preparation of the Professional Development Plan, Program of Study, and

a sample KAM Learning Agreement. **Note:** Students are required to take this course immediately upon enrollment, and must successfully complete it before proceeding with KAMs or coursework)

HUMN 9000 Dissertation (30 cr.)

This course offers doctoral students the opportunity to integrate their Program of Study into an in-depth exploration of an interest area that includes the completion of a research study. Students complete the dissertation independently, with the guidance of a dissertation supervisory committee chair and committee members. Students complete a prospectus, proposal, Institutional Review Board application, and dissertation. Once students register for HUMN 9000, they are registered each term until successful completion of the dissertation. (*Prerequisites: Core KAMs, RSCH 8100U, RSCH 8200U, and RSCH 8300U.*)

IDST

IDST 1001 Introduction to Interdisciplinary Studies (5 cr.)

This course will introduce students to the field of Interdisciplinary Studies and its comprehensive way of understanding complex issues. Topics include definition of interdisciplinary integration, the steps in the interdisciplinary process, and the utility of Interdisciplinary Studies. Upon completion, students will gain an understanding of the role interdisciplinary thinking plays in complex problem-solving and decision-making. (*Prerequisite: COMM 1001.*)

IDST 1050 Interdisciplinary Experience: Identity in a Global Society (5 cr.)

This course aims to sensitize students to the role of a global society in the development of identity. Students collaborate to explore multiple perspectives derived from the social and natural sciences and the humanities. Subject matter is treated as unresolved issues to be explored rather than defined knowledge to be learned. Upon completion, students will be able to articulate how sense of self cannot rely on authority or status alone. (*Prerequisites: ENGL 1001 and IDST 1001.*)

IDST 2050 Interdisciplinary Experience: Sustaining Quality of Life in the City (5 cr.)

In light of global urbanization, this course will discuss the components that contribute to a meaningful life in the city and the ways in which urban communities strive to achieve it. Students collaborate to explore multiple perspectives derived from the social and natural sciences and the humanities. Upon completion, students will understand the factors that contribute to improving quality of life in an urban environment. (*Prerequisites: ENGL 1001 and IDST 1001.*)

IDST 3050 Interdisciplinary Experience: Effects of Population Movements Across Borders (5 cr.)

This course explores the changes—both real and perceived—experienced by immigrants and the members of an existing community. Students collaborate to explore multiple perspectives derived from the social and natural sciences and the humanities. Subject matter is treated as unresolved issues to be explored rather than defined knowledge to be learned. Upon completion, students will be able to identify how population movements affect individuals and communities. (*Prerequisites: ENGL 1001 and IDST 1001.*)

IDST 4001 Seminar in Interdisciplinary Research (5 cr.)

This course permits students to deepen interdisciplinary investigation by participating in a unique experience within a community of learners. Students identify an issue to investigate, utilize interdisciplinary research skills, and interact with peers to reflect on the process. Upon completion,

students will improve their skills in interdisciplinary integration and develop a broader perspective of the issue through a collaborative online experience. (*Prerequisites: ENGL 1001 and IDST 1001.*)

IDST 4002 Seminar in Public Service (5 cr.)

As a supplement to students' approved service learning placement, this seminar course provides them with interdisciplinary research skills with applications to the service of others. Activities include creating action plans for service, interviews with an audience, examination of multiple viewpoints, and reflection. Upon completion, students will integrate their experience gained from the service learning opportunity with theory to articulate multiple perspectives. (*Prerequisites: ENGL 1001 and IDST 1001.*)

IDST 4003 Seminar with Internship (5 cr.)

As part of students' approved internship placement, this seminar course allows them to apply their disciplinary focus and interdisciplinary process in real-life settings. Activities include creating an action plan for internship, interviews with an audience, examination of multiple viewpoints, and reflection. Upon completion, students will integrate their experience gained from the internship opportunity with theory to articulate multiple perspectives. (*Prerequisites: ENGL 1001 and IDST 1001.*)

IDST 4004 Seminar with Study Abroad (5 cr.)

In conjunction with students' study abroad experience, this course offers them the opportunity to engage with other cultures and integrate their experiences abroad with their disciplinary focus utilizing Interdisciplinary process. Activities include creating an action plan for study abroad, examination of multiple viewpoints, and reflection. Upon completion, students will integrate their experience gained from the study abroad opportunity with theory to articulate multiple perspectives. (*Prerequisites: ENGL 1001 and IDST 1001.*)

IDST 4080 Capstone—Interdisciplinary Methodology I (5 cr.)

This course requires students to demonstrate breadth and depth of their disciplines' content and methods to address a complex problem. Students will engage in collaboration, critiquing, individual research, and integration. Upon completion, students will use creative thinking and decision-making to draw on interdisciplinary insights. (*Prerequisites: Completion of all other coursework with the exception of IDST 4081.*)

IDST 4081 Capstone—Interdisciplinary Methodology II (5 cr.)

This course requires students to demonstrate breadth and depth of their disciplines' content and methods to address a complex problem. Students will engage in collaboration, critiquing, individual research, and integration. Upon completion students will use creative thinking and decision-making to integrate insights and produce an interdisciplinary understanding. (*Prerequisites: Completion of all other required coursework.*)

ISYS

ISYS 3001 Information Systems in Enterprise (5 cr.)

An introduction to enterprise information systems, this course reviews their characteristics, their impact on the enterprise, their role in organizations, and their current architectures, enabling tools, and project cycles. (*Prerequisite: BUSI 1001.*)

ISYS 4301 Business Process Design (5 cr.)

The concepts and methodology for business process design are presented in this course. Emphasis is placed on how information systems serve as enablers for business process design. Students learn how to analyze business processes and redesign them for dramatic results. This course includes case studies that provide practical application of the concepts and methodologies. (*Prerequisite: ISYS 3001.*)

ISYS 4302 Management of Technology (5 cr.)

This course examines the key concepts in management of information technology and the role of technology managers. It presents management of technology from both a process and a system perspective, and investigates major technical issues involved in innovation and implementation. (*Prerequisite: ISYS 4301.*)

ISYS 4303 Case Study: Project Management (5 cr.)

This course explores the theory and practice of how to manage projects. Topics include effective project management styles, critical factors for project success, organizational support systems that enhance projects, project authority, and ethics in project execution. Students develop a comprehensive strategic plan for managing technology, using a project management approach. (*Prerequisite: ISYS 4302.*)

ITEC

ITEC 1010 IT Infrastructure (5 cr.)

This course introduces fundamental concepts of the IT infrastructure. Topics include hardware (computers, networks, and interface devices) and software (operating systems, middleware, applications, and system software) elements. Students gain an appreciation of key issues of capacity, performance, reliability, scale, and obsolescence. Students look into a variety of career options within the field of IT.

ITEC 1020 Networking Fundamentals (5 cr.)

This course provides an overview of concepts, components, and design of information and communication infrastructure solutions. The course topics also include the design of the Internet protocol stack, the structure and function of some of the most important Internet services and applications, and Internet governance.

ITEC 1030 Introduction to Programming (5 cr.)

This course introduces the programming paradigms, algorithmic thinking, and problem-solving techniques in Java. Topics include computer program design, constraints, variables, functions, procedures logic and code control, error trapping, error handling, and interactive coding techniques.

ITEC 2001 Technology and Society (5 cr.)

This course introduces students to the interaction of information technologies with core social concerns: privacy, democracy, equity, security, economic progress, and intellectual property rights. Students learn to consider the social, ethical, and legal considerations inherent in the design and use of various technologies, including emerging technologies.

ITEC 2010 Data Structures (5 cr.)

This course focuses on the advanced data structures, including lists, stacks, and queues, and their application. Topics include dynamic storage allocation concepts, interactive debugging techniques, and recursion.

ITEC 2020 IT Theory Fundamentals (5 cr.)

The course introduces students to discrete mathematics concepts and techniques used in IT. Each concept is presented in action, geared toward a specific application in IT. The course topics include elements of graph theory, coding, and probability.

ITEC 2030 Operating Systems Fundamentals and Administration (5 cr.)

This course is an overview of the concepts of computer operating systems. Topics may include configuration, file systems, security, administration, interfacing, multitasking, and performance analysis. Hands-on activities include performing basic administrative tasks on Windows and Linux servers, including configuring networking parameters, administering user accounts and groups, setting access and application permissions, and locating and analyzing log files.

ITEC 2040 Systems Analysis (5 cr.)

This course focuses on the analysis and definition of system requirements, both functional and nonfunctional. Students learn about the identification of stakeholders and techniques for requirement elicitation, representation, and life cycles.

ITEC 2050 Systems Design (5 cr.)

Students learn the discipline of reducing requirements to the structural and functional design of organizational IT solutions. Topics include conceptual modeling, design patterns, and application frameworks. Students learn the basics of modeling, design representations, and the use of design tools.

ITEC 2060 Database Management Systems (5 cr.)

This course focuses on the representation and manipulation of information in relational database management systems. Students learn how to map real-world concepts onto relational representations and how to manipulate them through relational queries to implement data-intensive applications. Students learn to use a core subset of the Structured Query Language (SQL), as well as the fundamentals of database administration.

ITEC 2070 Human-Computer Interaction (5 cr.)

This course is an overview of human perception and cognitive performance, computer processes, and system design approaches for successful human-computer interaction. Topics include human factors, usability evaluation, and principles of interface design.

ITEC 2080 Web Programming (5 cr.)

This course is an introduction to tools and techniques to develop and manage Web applications. Topics include static and dynamic Web page implementations, elements of client-server and server-side processing, data validation, and concurrency issues.

ITEC 3010 Mobile and Emerging Technologies (5 cr.)

This course introduces modern wireless technologies and their application to transmit voice, data, and images. Topics covered are mobile cellular and satellite technologies, Voice over IP, extending LANs, RFID, broadband wireless technologies, and personal area networks, as well as the security considerations and regulations imposed on the use of these technologies.

ITEC 3020 Computer Security Fundamentals (5 cr.)

Students learn the key concepts and concerns of computer and information security, including technical, privacy, organizational, social and policy issues. Fundamental notions of authentication, authorization, and encryption are examined. Students analyze case studies of security and privacy breaches to understand economic and human impact.

ITEC 3030 Business Architecture and Process (5 cr.)

This course examines the structure and operations of organizations from an information processing point of view, and develops students' skills in analyzing, designing, and improving operations. Topics include fundamental business structures; business process design, management, and optimization; decision support and automation; enterprise resource planning; and integration.

ITEC 3040 Project, Service, and Sourcing Management (5 cr.)

This course focuses on the Information Technology project management process and development of the project team as key to the successful achievement of IT projects. Students learn to manage projects and programs that may span multiple organizations. Topics include the project management cycle, sourcing strategy, third-party provider selection, and management of third-party providers.

ITEC 3101 Systems Software Security (5 cr.)

This course investigates security of operating systems and other system software, such as database management systems. Topics include components of networked operating system, architectural designs for secure usage, and system administration tasks and tools for security.

ITEC 3201 Advanced Database Programming (5 cr.)

This course examines concepts and provides skills to develop database-backed, dynamic and feature-rich Web sites. Topics include technologies and techniques for design and implementation of database-backed Web programming, as well as session management and user authentication.

ITEC 3202 Data Centers (5 cr.)

This course is an overview of the data center principles and operational issues, including environmental controls, power supplies, backup, data communications, and security standards to assure business continuity. Students discuss emerging trends and technologies in areas that include cloud computing, virtualization, middleware, databases, data centers, green grids, and corporate and environmental social responsibility.

ITEC 3301 IT Service Management (5 cr.)

This course looks at management of IT by focusing on the relationship between IT and the business customers and users, and is concerned with the customer's perspective of IT's contribution to the organization. Topics include operations architecture, IT governance, and relevant frameworks, as well as relationships of IT service management to process improvement movements (for example, Six Sigma, TQM, BPM, and CCMI).

ITEC 3402 Server-Side and Multi-Tier Programming (5 cr.)

This course reviews the configuration of Web server software and the use of server-side programming, as well as scripting languages. Topics also include access control and secured transmissions in server-side programming, as well as multi-tier locality and parallelism for enhancing system performance in multidisciplinary applications.

ITEC 4010 Network Administration (5 cr.)

The course explores the topics in network administration from a practical perspective. Topics include protocols, routers, and client/server architecture related to configuring network services, as well as software platforms, control, shared resources, and security.

ITEC 4020 Quality Management Standards for IT (5 cr.)

This course is an overview of the practice of quality control, quality assurance, and quality improvement, juxtaposed to existing and emerging industry quality standards. It provides an overview of the

methodologies and tools used at various levels of the systems development process, as well as the trade-offs among various techniques. Topics include manual and computer-assisted quality reviews and ROI analysis of new processes, and the role of standards, policies, and procedures, with examples from IEEE, ISO, CMMI, RUP standards, Total Quality Management (TQM) guidelines, and the Six Sigma improvement methodology.

ITEC 4030 Systems Integration (5 cr.)

Students review and apply programming approaches and project methodologies for component integration, including the integration of legacy systems.

ITEC 4101 Network Security (5 cr.)

This course provides an overview of network security defense techniques and countermeasures. Topics include designing and configuring firewalls, traffic analysis and filtering, intrusion detection systems, statistical anomaly detection, and wireless security.

ITEC 4102 Application Software Security (5 cr.)

This course is an overview of secure practices in developing secure software application and the tools for investigating anomalies and vulnerabilities in application software. Topics include buffer overflow, SQL injections, issues of selected programming and scripting languages, and the security of Web applications on both the client and server side.

ITEC 4103 Computer Forensics (5 cr.)

In this course, students learn procedures and tools for collecting and investigating evidence from illegal or inappropriate computer use. Topics include the legal, ethical, and policy implications of monitoring and forensic techniques.

ITEC 4201 Database Administration (5 cr.)

This course provides an in-depth coverage of the range of tasks a database administrator in an organization performs, including disaster recovery, performance analysis and tuning, data dictionary maintenance, data modeling and optimization, and database and user management and monitoring.

ITEC 4203 Fault-Tolerant Systems (5 cr.)

This course focuses on the study and application of the principles of fault tolerant systems (failsafe) and networks. Topics address design, modeling, analysis, and integration of hardware and software and redundancy techniques to achieve dependable systems, performance and reliability evaluation techniques, system diagnosis, disaster recovery planning, backup strategies for data and hardware, virus monitoring, and associated security and administration issues.

ITEC 4302 Network Planning and Maintenance (5 cr.)

This course focuses on the planning, maintenance, and auditing of data communications and networks in an organization. Topics include business planning, longer- and shorter-term planning, operations, maintenance, forecasting, topological design, network synthesis, and network realization.

ITEC 4401 Software QA Testing and Test Tools (5 cr.)

In this course students develop an understanding of software quality and the components of software quality assurance systems before, during, and after software development. It also discusses metrics and models for software quality as a product, in process, and in maintenance, as well as the testing tools used to automate the process, including their challenges and limitations.

ITEC 4402 User Interface Evaluation, Design and Development (5 cr.)

In this course students learn methods for evaluating, designing, and improving human computer interfaces. Topics include user interface evaluation methods, requirements analysis, and user interface design methodologies, including rapid prototyping and iteration.

ITEC 4901 IT Capstone (5 cr.)

In this capstone course, students review the work they have collected in their portfolios and carry out an integrative design project that combines multiple aspects of their IT program, while reflecting on their educational experience. They revisit the career priorities they expressed upon entry into the program and consider their professional goals in the context of their education. They develop plans and goals for continued learning and career development, in the context of their personal goals and priorities.

MATH

MATH 6571 Number and Operations, Grades 6–8 (3 sem. cr.)

Teachers develop their own understanding of foundational mathematics concepts by focusing on numbers and operations, including number relations, integers, fractions, decimals, and percentages. The National Council of Teachers of Mathematics (NCTM) Process Standard of representation and the use of manipulatives in mathematics instruction are included.

MATH 6572 Geometry and Measurement, Grades 6–8 (3 sem. cr.)

Teachers develop their own understanding of geometry and measurement, focusing on such topics as classifying, defining, and comparing two- and three-dimensional geometric shapes; measuring angles and using ratio and proportion to solve problems involving scaling and similarity; and exploring area, perimeter, surface area, and volume. The NCTM Process Standards of problem solving and communication are included.

MATH 6573 Algebra, Grades 6–8 (3 sem. cr.)

Teachers develop their own understanding of algebra, focusing on topics such as patterns, relations, functions, coordinate pairs and graphing, and equations and inequalities. The NCTM Process Standard of making connections between mathematics concepts, real-world applications, and other disciplines is included.

MATH 6574 Data Analysis and Probability, Grades 6–8 (3 sem. cr.)

Teachers develop their own understanding of data analysis and probability, focusing on such topics as collecting, organizing, and displaying data; using appropriate statistical methods to analyze data; and understanding and applying basic concepts of probability. The NCTM Process Standard of reasoning and proof is included, along with integrating technology and ensuring equity in a standards-based mathematics classroom.

MATH 6681 Elementary Mathematics: Number and Operations (3 sem. cr.)

Teachers develop their own understanding of foundational mathematics concepts by focusing on numbers and operations, including the base-ten numeration system, fractions, equivalence, and computational fluency. The NCTM Process Standard of representation and the use of manipulatives in mathematics instruction are also included.

MATH 6682 Elementary Mathematics: Geometry and Measurement (3 sem. cr.)

Teachers develop their own understanding of geometry and measurement, including such topics as measuring using nonstandard and standard units; classifying, defining, and comparing two- and three-dimensional geometric shapes; applying transformations and using symmetry to analyze mathematical situations; and exploring area, perimeter, and surface area of basic geometric shapes and solids. The NCTM Process Standards of problem-solving and communication are also included.

MATH 6683 Elementary Mathematics: Algebra (3 sem. cr.)

Teachers develop their own understanding of algebra, including topics such as geometric and numeric patterns, functions, invented and conventional symbolic notations, and basic equations. The NCTM Process Standard of connections between mathematic concepts, real-world applications, and other disciplines is also included.

MATH 6684 Elementary Mathematics: Data Analysis and Probability (3 sem. cr.)

Teachers develop their own understanding of data analysis and probability, including such topics as collecting, organizing, and displaying data; using appropriate statistical methods to analyze data; and understanding and applying basic concepts of probability. The NCTM Process Standard of reasoning and proof is included, along with integrating technology and ensuring equity in a standards-based mathematics classroom.

MEDC

MEDC 3001 Communicating Through Media and Technology (5 cr.)

Technology provides a competitive advantage to those who utilize it most successfully. Blended with the use of media, technology can be a valuable tool in optimizing communications for appeal and impact. Learners will engage in applying their knowledge of the dynamics of effective communications to the use of both media and technology for enhanced outcomes.

MEDC 4101 Mass Communications Using New Media (5 cr.)

Blogging, podcasting, social networks, wikis, web conferencing and broadcasting, and mobile messaging have become an integrated means of expressing and sharing our thinking. The learner will delve into these and other new technologies, developing a richer appreciation of their usefulness, their best applications, and their overall utility in a variety of settings. (*Prerequisite: MEDC 3001.*)

MEDC 4102 New Media and Global Communication (5 cr.)

As with tools of new-age media in familiar markets, expanded markets benefit equally well—especially global markets. These new tools can be used to establish a type of universal “language” that cannot be established in other ways. Learners will draw upon tools already acquired to expand their ability to effectively reach a global arena, enhancing their own capacity and marketability. (*Prerequisite: MEDC 3001.*)

MEDC 4103 New Media Design (5 cr.)

Technology and new media continue to evolve, primarily due to interest coupled with newfound abilities derived from 21st century know-how. With this invitation to create, learners are asked to apply their understanding of new media as a set of effective tools in the practice of communications and to design in concept a prototype appropriate to enhancing mass communications. (*Prerequisite: MEDC 3001.*)

MGMT

MGMT 3104 Accounting Principles (5 cr.)

An introduction to accounting, this course presents the basic techniques and procedures of accounting for organizations. Students completing this course are expected to understand the policies and procedures in an accounting system; be able to prepare basic financial statements; understand the acceptable methods of valuing assets, liabilities, and owner's equity; and appreciate the value of computer technology in accounting. (*Prerequisite: BUSI 1001.*)

MGMT 4100 International Business Operations (5 cr.)

This course encompasses the major aspects of international business environments and operations with an emphasis on the strategic and operational issues that firms face when they do business abroad. Key themes include the political, legal, and economic challenges of operating in a global environment; the design, implementation, and control of international business operations; and the socio-cultural aspects of doing business globally. (*Prerequisite: BUSI 2003*)

MGMT 4401 Management and Organizational Behavior (5 cr.)

The focus of this course is on human behavior in the context of the organization in a domestic and/or a transnational setting. Students gain an understanding of the concepts of human and organizational functioning, with emphasis on application of these concepts to managerial problems and solutions in both domestic and transnational settings. Students examine individual perception, attribution, and learning; differences in personality; career development; motivating and rewarding employees; and making effective decisions. This course also provides an overview of ethics and the ethical issues faced by domestic and transnational organizations and managers, social responsibility, communications, motivation, and leadership. By focusing on the elements of national culture, students examine the impact culture has on leadership and management as well as the day-to-day operational issues endemic to transnational and global businesses. Finally, students investigate the management of diversity in the workplace, especially in a transnational and global setting. Learning is accomplished through a diagnostic approach employing text readings, individual and case analyses, quizzes and exercises, and a final individual organizational plan. This course is ideally suited to current and potential managers either currently operating in an international environment or contemplating doing so. (*Prerequisite: BUSI 1001.*)

MMBA

MMBA 6100 Reflective Practice in Management (4 cr.)

This course focuses on the theoretical basis of management and the reflective application of theory into practice. Students study management theory from some of the great books and case studies in management history and reflect on, discuss, and write about how the theories can be applied in today's workplace.

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 are also 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 6129 Health Care Organization, Policy, and Administration (4 cr.)

This course examines the development of health care policies and the administration of health care organizations, including the legal basis for public health practice. It focuses on the impact of economics, organizational behavior, and political science on national and international health policies and the organization and delivery of health care systems.

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 Introduction to Financial and Managerial Accounting (4 cr.)

This course prepares students to use the language of business accounting. Students learn to examine financial statements to check a 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. It 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 in 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 future contracts, and/or by insuring against risk through the purchase of option contracts.

MMBA 6165 Human Resource Management (4 cr.)

This course addresses the functional areas of professional human resource management, including strategic roles, 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 6170 Global Management (4 cr.)

This course examines the scope of business expansion to multinational and global levels. 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, and dealing with international taxation and investors' exposure 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. The course introduces and explores a range of ethical theories, concepts, and ideas about organizational decision-making, with the intent of making M.B.A. students more ethically aware decision-makers and more effective and thoughtful senior leader-managers. The course seeks to help students develop their own values and ethical philosophies, thereby assisting in their professional growth and development.

MMBA 6190 Strategic Management and Planning (4 cr.)

This is an integrative, capstone course in strategic management and business policy for those students about to complete their M.B.A. graduate study. The course focuses on long-range, strategic problems faced by a CEO and the 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 coursework and knowledge in different functional areas and applies this integrated understanding of business and management issues to real-world case problems and business decisions. (*Prerequisites: All core and specialization courses.*)

MMBA 6201 Corporate Finance (4 cr.)

This course applies financial tools to investigate practical problems using real-world data sets and case studies. The practical problems include finding hurdle rates for investment decisions, measuring returns on investments, evaluating financial structure decisions, defining the dividend policy, and valuing operations. (*Prerequisite: MMBA 6160 or equivalent.*)

MMBA 6202 Financial Institutions and Markets (4 cr.)

A broad range of financial institutions and services is covered in this course. It evaluates the reaction of financial institutions in meeting the demands of retail customers and how these institutions accommodate resulting risks. It also evaluates the following financial markets: money, bond, mortgage, stock, foreign exchange, and derivative security markets. The course covers the operation and regulation of commercial banks, thrift institutions, insurance companies, securities firms, investment banks, finance companies, mutual funds, and pension funds. (*Prerequisite: MMBA 6201.*)

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. (*Prerequisite: MMBA 6202.*)

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 selected techniques. The course explores nontraditional risk-management techniques, such as risk financing through market instruments, contractual transfers, and captive insurers. Students develop a risk-assessment instrument that can be applied to evaluate future risks of any organization.

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 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.)

This 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. (*Prerequisite: MMBA 6221.*)

MMBA 6223 Case Study: Services Marketing (4 cr.)

This course evaluates the differences between product and services marketing. It 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. (*Prerequisite: MMBA 6222.*)

MMBA 6241 E-Business Technology (4 cr.)

This 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. It focuses on supply chain management 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.)

This course focuses on customer relationship management 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. (*Prerequisite: MMBA 6241.*)

MMBA 6243 Case Study: E-Business Strategy (4 cr.)

This course addresses business-to-business issues with an overview of business strategies. It examines case studies of business process fundamentals and process improvements. It 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. (*Prerequisite: MMBA 6242.*)

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

This course examines international health care system reform. Focus is given to the influence of corporate and governmental agencies in the delivery and financing of health services and the legal issues confronting health care institutions. The course also explores fiscal and public policy forces on national and international health systems and investigates the opportunities and challenges facing the management of community-based health care organizations.

MMBA 6251 International Trade (4 cr.)

This course investigates the relationship of microeconomics and the special characteristics of trade. It 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.)

This course addresses open economy, macroeconomic models, and policies. It 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. (*Prerequisite: MMBA 6251.*)

MMBA 6253 Case Study: International Business Strategy (4 cr.)

This course investigates case studies of multinational corporate management issues, including choices related to international and global competition, strategies for international entry to manufacturing, service and entrepreneurial industries, alliances, partnerships, global marketing, research and development, human resources, and acquisitions. (*Prerequisite: MMBA 6252.*)

MMBA 6261 Management of Technology (4 cr.)

This course examines the key concepts in the management of information technology and the role of technology managers. It presents management of technology from both a process and a system perspective, and investigates major technical issues involved in innovation and implementation.

MMBA 6262 Organizational Performance Improvement (4 cr.)

The concepts of performance improvement and process re-engineering are addressed in this course. It 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. (*Prerequisite: MMBA 6261.*)

MMBA 6263 Case Study: Project Management (4 cr.)

This course explores the theory and practice of how to manage projects. Topics include effective project management styles, critical factors for project success, organizational support systems that enhance projects, project authority, and ethics in project execution. Students develop a comprehensive strategic plan for managing technology, using a project management approach. (*Prerequisite: MMBA 6262.*)

MMBA 6272 Human Resource Development and Change (4 cr.)

This 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. (*Prerequisite: MMBA 6274.*)

MMBA 6273 Case Study: Applications in Human Resource Management and Professional Practice (4 cr.)

This course fosters further evaluation of the human resource function through the active assessment of a number of mini case studies focusing on regulatory issues, job assessment, recruiting and orientation, health and safety, and labor relations. (*Prerequisite: MMBA 6272.*)

MMBA 6274 Strategic Human Resource Management (4 cr.)

Students adopt a strategic view of human resource management policies and programs in evaluating their alignment with organizational strategic goals. From the view that employees are assets, strategic HR formulates policies and programs that support high-performance and innovation through balancing rewards, training, empowerment, and job design to achieve a competitive advantage.

MMBA 6281 Creating and Using Knowledge for Business Performance (4 cr.)

This course focuses on the role of the individual in creating knowledge from work experience that can be used for improving performance. Many knowledge management systems and strategies take a top-down approach that wrongly assumes that people already know how to create new knowledge from experience. This course examines how employees interpret problem situations, the action rules that people use to achieve goals, ways to improve monitoring of feedback from performance, pragmatic principles for creating knowledge at work, and basic concepts of operational innovation.

MMBA 6282 Leading Knowledge-Based Organizations (4 cr.)

This course looks at the role of leaders in designing a balanced knowledge management strategy that is aligned to the performance problems of the business. The course examines individual and organizational issues such as leader learning styles, organizational culture, types of knowledge, and the balance between the need for new knowledge and the need to share existing knowledge. This course focuses on developing a customized knowledge management strategy that is functional, adaptive, timely, and sustainable.

MMBA 6283 Case Study: Problems in Knowledge Management (4 cr.)

This course uses cases and computer simulation to enable students to apply the basic knowledge management concepts and strategies learned in this specialization. It focuses on teaching students how to develop a balanced knowledge management strategy that integrates learning, knowledge creation, knowledge transfer and integration, and knowledge validation. This course also requires students to conduct an action research project.

MMBA 6300 Success Strategies in the Online Environment (4 cr.)

This course introduces students to Walden University and the M.B.A. program. It prepares students to use the online learning environment and Internet tools such as email and Web browsers, techniques of online communication and interaction, time and stress management, APA formatting, writing skills, critical-thinking skills, and group work skills. It also helps them finalize their course of study.

MMBA 6305 Reflective Practice in Management (4 cr.)

This course focuses on the theoretical basis of management and the reflective application of theory into practice. Students study management theory from some of the great books and case studies in management history and reflect on, discuss, and write about how the theories can be applied in today's workplace.

MMBA 6310 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 affect the operations of U.S.-based global firms, including legislation on corrupt practices.

MMBA 6320 Human Resource Management (4 cr.)

This course addresses the functional areas of professional human resource management, including strategic roles, 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 6330 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 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 6339 Leadership for the Nonprofit Sector (4 cr.)

This course provides an overview and history of the third sector in American society, featuring governance and nonprofit corporations. The course covers the relationship between the board and the executive director, ethics, fiduciary responsibility, human resources, and board organizational structures. It examines the role of nonprofit organizations in fostering social change and the emerging trend toward entrepreneurship in nonprofits.

MMBA 6340 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 6341 Fund Raising and Marketing in Nonprofit Organizations (4 cr.)

This course examines the history of philanthropy and the philosophy of giving in the nonprofit sector in the United States. It provides students with an understanding of the many fund-raising techniques and funding sources that generate financial support for nonprofits as well as the context in which these methods may be used.

MMBA 6342 Nonprofit Management (4 cr.)

This course provides the basis for understanding nonprofit management issues and how management in the nonprofit sector differs. The course addresses mission, budgeting, financial management, strategic planning, and outcome evaluation and assessment.

MMBA 6350 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 6360 Introduction to Financial and 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 startup.

MMBA 6370 Financial Management (4 cr.)

This course applies introductory financial principles to solving realistic personal and corporate financial problems using the Excel spreadsheet program. It 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 in 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 by insuring against risk through the purchase of option contracts. (*Prerequisite: MMBA 6360 or equivalent.*)

MMBA 6380 Legal and Ethical Issues for Managers (4 cr.)

Through class discussions, this course analyzes applied legal and ethical decision-making across a broad spectrum of companies and subjects pertinent to the modern business organization. The course introduces and explores a range of ethical theories, concepts, and ideas about organizational decision-making, with the intent of making M.B.A. students more ethically aware decision-makers and effective and thoughtful senior leader-managers. The course seeks to help students develop their own values and ethical philosophies, thereby assisting in their professional growth and development. (*Prerequisites: All core and specialization courses.*)

MMBA 6390 Strategic Management and Planning (4 cr.)

This is an integrative, capstone course in strategic management and business policy for those students about to complete their M.B.A. graduate study. The course focuses on long-range, strategic problems faced by a CEO and the top management team of an organization. Strategy implementation problems faced by department- or division-level managers are also considered. The course builds on and synthesizes students’ prior coursework and knowledge in different functional areas and applies this integrated understanding of business and management issues to real-world case problems and business decisions. (*Prerequisites: All core and specialization courses.*)

MMBA 6401 Corporate Finance (4 cr.)

This course applies financial tools to investigate practical problems using real-world data sets and case studies. The practical problems include finding hurdle rates for investment decisions, measuring returns on investments, evaluating financial structure decisions, defining the dividend policy, and valuing operations. (*Prerequisite: MMBA 6370 or equivalent.*)

MMBA 6402 Financial Institutions and Markets (4 cr.)

A broad range of financial institutions and services is covered in this course. It evaluates the reaction of financial institutions in meeting the demands of retail customers and how these institutions accommodate resulting risks. It also evaluates the following financial markets: money, bond, mortgage, stock, foreign exchange, and derivative security markets. The course covers the operation and regulation of commercial banks, thrift institutions, insurance companies, securities firms, investment banks, finance companies, mutual funds, and pension funds. (*Prerequisite: MMBA 6401.*)

MMBA 6403 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. (*Prerequisite: MMBA 6402.*)

MMBA 6405 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 are also studied: diversity, globalization, and ethics.

MMBA 6413 Case Study: Risk Management and Insurance (4 cr.)

This course uses risk management concepts to evaluate potential corporate exposure, including (a) identifying and analyzing loss exposures, (b) selecting alternative techniques to reduce exposures, (c) selecting appropriate techniques to reduce risks, and (d) implementing and monitoring selected techniques. The course explores nontraditional risk-management techniques, such as risk financing through market instruments, contractual transfers, and captive insurers. Students develop a risk-assessment instrument that can be applied to evaluate future risks of any organization.

MMBA 6421 Advanced Marketing Management (4 cr.)

This course investigates advanced management concepts in the areas of market segmentation, multiple market channels, competitive intelligence, integrated marketing, and e-business. Students work 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 6422 International Marketing (4 cr.)

This 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. (*Prerequisite: MMBA 6421.*)

MMBA 6423 Case Study: Services Marketing (4 cr.)

This course evaluates the differences between product and services marketing. It examines the service marketing mix, total quality management, customer perceptions of services, pricing of services, relationship marketing. Students apply critical service marketing concepts to real-world situations using team case studies. (*Prerequisite: MMBA 6422.*)

MMBA 6431 Value-Based Budgeting and Prospective Financial Analysis (4 cr.)

Preparing prospective financial reports as part of the budgeting cycle is the end-game for many companies. In this course, students learn that the final budget report is really the beginning of the planning cycle. How companies complete this cycle is crucial to their survival. Students learn how to manage the budget process, defend their group or department budget requests, communicate results to intra- or intercompany stakeholders, and complete the budget cycle for optimal results. Topics include value-based budget planning and preparation, department dynamics, financial communication, cycle completion, and prospective analysis.

MMBA 6432 Sarbanes-Oxley, Auditing, and the Regulatory Environment (4 cr.)

Living in a post-Sarbanes-Oxley world where financial audits can dramatically impact company operations is the key focus of this class. Regulations to control abuses by corporate officers, auditors, and investment bankers are growing substantially. What were originally the SEC and the Accounting Principles Board are now various accounting regulatory bodies surrounded by a very active political environment. In this course, students examine the impact of Sarbanes-Oxley and how the regulatory process has progressed as a result of this far-reaching act. Students learn to assess the risks of the accounting function, analyze internal controls and information-flow controls designed to protect stakeholders, and evaluate the role of ethics on compliance and full disclosure. Topics include regulators such as the SEC, FASB, IASB, PCAOB, and AICPA; coping with external and internal auditing; and the

communication process within these groups.

MMBA 6433 Financial Reporting Analysis (4 cr.)

This course provides the tools and concepts necessary for managers to make real decisions with the data provided by accounting or finance departments. Students use real companies to analyze financial reports, manage negotiations, and interpret various models in order to make informed decisions.

MMBA 6441 E-Business Technology (4 cr.)

This 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. It focuses on 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 6442 E-Business Marketing (4 cr.)

This 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. (*Prerequisite: MMBA 6441.*)

MMBA 6443 Case Study: E-Business Strategy (4 cr.)

This course addresses business-to-business (B2B) issues with an overview of business strategies. It examines case studies of business process fundamentals and process improvements. It 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. (*Prerequisite: MMBA 6442.*)

MMBA 6450 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 6451 International Trade (4 cr.)

This course investigates the relationship of microeconomics and the special characteristics of trade. It covers trade policy, politics, emerging considerations among developed and developing countries, and analyses of trade and investment decisions.

MMBA 6452 International Finance (4 cr.)

This course addresses open economy, macroeconomic models, and policies. It 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. (*Prerequisite: MMBA 6451.*)

MMBA 6453 Case Study: International Business Strategy (4 cr.)

This 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. (*Prerequisite: MMBA 6452.*)

MMBA 6461 Management of Technology (4 cr.)

This course examines the key concepts in management of information technology and the role of technology managers. It presents management of technology from both a process and a system perspective, and investigates major technical issues involved in innovation and implementation.

MMBA 6462 Organizational Performance Improvement (4 cr.)

The concepts of performance improvement and process re-engineering are addressed in this course. It 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. (*Prerequisite: MMBA 6461.*)

MMBA 6463 Case Study: Project Management (4 cr.)

This course explores the theory and practice of how to manage projects. Topics include effective project management styles, critical factors for project success, organizational support systems that enhance projects, project authority, and ethics in project execution. Students develop a comprehensive strategic plan for managing technology, using a project management approach. (*Prerequisite: MMBA 6462.*)

MMBA 6472 Human Resource Development and Change (4 cr.)

This 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. (*Prerequisite: MMBA 6474.*)

MMBA 6473 Case Study: Applications in Human Resource Management and Professional Practice (4 cr.)

This course fosters further evaluation of the human resource function through the active assessment of a number of mini case studies focusing on regulatory issues, job assessment, recruiting and orientation, health and safety, and labor relations. (*Prerequisite: MMBA 6472.*)

MMBA 6474 Strategic Human Resource Management (4 cr.)

Students adopt a strategic view of human resource management policies and programs in evaluating their alignment with organizational strategic goals. From the view that employees are assets, strategic HR formulates policies and programs that support high performance and innovation through balancing rewards, training, empowerment, and job design to achieve a competitive advantage. (*Prerequisite: MMBA 6320 or equivalent.*)

MMBA 6481 Creating and Using Knowledge for Business Performance (4 cr.)

This course focuses on the role of the individual in creating knowledge from work experience that can be used for improving performance. Many knowledge management systems and strategies take a top-down approach that wrongly assumes that people already know how to create new knowledge from experience. This course examines the following: (a) how employees interpret problem situations, (b) the action rules that people use to achieve goals, (c) how to improve monitoring of feedback from performance, (d) pragmatic principles for creating knowledge at work, and (e) the basic concepts of operational innovation.

MMBA 6482 Leading Knowledge-Based Organizations (4 cr.)

This course looks at the role of leaders in designing a balanced knowledge management strategy that is aligned to the performance problems of the business. The course examines individual and organizational issues, such as leader learning styles, organizational culture, types of knowledge, and balancing the need for new knowledge with the need to share existing knowledge. This course focuses on developing a custom knowledge management strategy that is functional, adaptive, sustainable, and timely (FAST). (*Prerequisite: MMBA 6481.*)

MMBA 6483 Case Study: Problems in Knowledge Management (4 cr.)

This course uses cases and computer simulation to enable students to apply the knowledge management concepts and strategies they have learned. The course focuses on teaching students how to develop a balanced knowledge management strategy that integrates learning, knowledge creation, knowledge transfer and integration, and knowledge validation. Students conduct an action research project.

(Prerequisite: MMBA 6482.)

MMBA 6491 The American Health Care System: A Systems Perspective (4 cr.)

This course examines the American health care system from many perspectives. Students gain an understanding of the broader system and the interdependencies of all of its parts. Students are also introduced to other health care systems in the world and perform a comparative analysis to the American system.

MMBA 6492 Health Care Quality Management (4 cr.)

This course focuses on health care quality management and continuous improvement. Students explore quality and utilization management as a leading method for containing health sector costs while maintaining quality. *(Prerequisite: MMBA 6491.)*

MMBA 6493 Health Care in the 21st Century (4 cr.)

This course deals with emerging issues that are relevant to health care management. Students consider future trends and how they will affect health care organizations. As part of this analysis, students learn how to create a health care organization and prepare it for continuous changes. *(Prerequisite: MMBA 6492.)*

MMBA 6500 Success Strategies in the Online Environment (1.5 sem. cr.)

The purpose of this course is to introduce students to Walden University and the requirements for successfully participating in an online curriculum, to provide a foundation for their academic and professional success as scholar-practitioners and social change agents. Course assignments focus on the practical application of writing and critical-thinking skills and the integration of professional practice with professional and academic excellence.

MMBA 6505 Jump-Start Your Future in the Borderless World (1.5 sem. cr.)

This course sets a foundation for M.B.A. study and focuses on fundamental skills that are required for success in the program and in professional life. Students focus on building the communication skills necessary for business. They complete an initial self-assessment of their current skills, styles, values, and knowledge to develop a baseline from which to grow and reflect throughout the program. Students are also formally introduced to teamwork in an online environment. Finally, given the rapid rate of change in today's business environment, students develop the skills necessary to read and interpret events in the world as those events relate to business and learn to identify current and future trends and issues.

MMBA 6510 Leading People (3 sem. cr.)

This course focuses on the human dimension of business, including individual and group behaviors and organizational culture. Students explore some of the basic dimensions of human resource management as those dimensions affect the organization and the employee. Students also explore contemporary thinking about leadership and its importance in today's business world.

MMBA 6520 Business Operations in the United States and Abroad (3 sem. cr.)

This course immerses students in how business works in the United States and other regions of the world. Students focus on how organizations are structured and designed. Students consider various components of business, examining how functions fit together and support the organization's mission and goals.

MMBA 6530 Marketing (3 sem. cr.)

This course provides students with an understanding of marketing and its relationship to the successful management of today's business organizations. It focuses on how managers assess the environment and make business decisions based on available evidence or in the face of incomplete market information and rapidly changing markets. The course also examines how to develop marketing strategies that drive profitability, such as choosing a market segment to target and deciding how to differentiate products or services from the competition's. Finally, the course includes an overview of marketing-mix decisions, such as how to price, distribute, and promote products or services in a way that is consistent with the selected target market and desired positioning.

MMBA 6540 Innovation and Technology (3 sem. cr.)

This course focuses on how managers can make sure that they leverage technology in every possible way to achieve competitive advantages in the global marketplace. Students explore the role of information and information technology in business and learn how to identify and analyze emerging technologies including and beyond the scope of information technology. The course also focuses on the importance of technology and innovation in today's competitive environment. Students examine strategies to nurture innovation and cultivate technology development. The course culminates with a section about developing and implementing a technology strategy that assure an organization's readiness and success in the future.

MMBA 6550 Accounting for Business Management (3 sem. cr.)

This course prepares students to use the language of business accounting. Students learn to examine financial statements to check the company's profitability, liquidity, solvency, and return to shareholders. They learn to use accounting data to make business decisions, such as product pricing, cost cutting, equipment acquisition, and enterprise startup. Finally, students examine accounting in a global context.

MMBA 6560 Financial Management (3 sem. cr.)

In corporate financial management, change is constant. Thus, managers must both understand the fundamentals and explore the latest trends and thinking. This course focuses on important financial concepts and tools that every manager should understand. Students explore the financial and monetary markets in the United States and abroad to gain an economic context. They learn the concepts and tools necessary to assess an organization's financial position and explore a variety of alternatives that organizations use to finance their ventures. The course also includes financial planning, budgeting, and other trends such as balancing risks.

MMBA 6570 Business Strategy for Competitive Advantage (3 sem. cr.)

This course focuses on the development and implementation of business strategies that enable competitive advantage, with an emphasis on understanding the current environment in which the organization competes and forecasting how that environment may change.

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

This course focuses on the links between human resource management and the business/strategic issues important to organizations. Topics include human resource's strategic role and measured outcomes; employment law; recruitment and selection; workforce planning and talent management; performance

appraisal and feedback; compensation, benefits, and total rewards; occupational health, safety, and security; employee and labor relations; and human resource information systems.

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

In this course, students adopt a strategic view of human resource management programs in evaluating their alignment with organizational strategic goals for two real-world problems. Students explore such concepts as issues involved with mergers and acquisitions, global management of human resources, and high performance systems required to achieve competitive advantage. (*Prerequisite: MMBA 6600.*)

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

This course uses the tools of finance to help managers maximize their firm's value. Topics include the time value of money, net present value, internal rate of return, capital budgeting, capital structure, working capital management, multinational concepts, and dividend policy.

MMBA 6611 Advanced Finance (4 sem. cr.)

After a brief review of selected topics in finance, this course demonstrates hands-on how to become operational and marketable in financial management. Topics may include valuation, intense capital budgeting, cost of capital, risk, standard deviation, variance, covariance, Capital Asset Pricing Model (CAPM), and beta. Additional topics may include multinational concepts, leasing, option pricing, derivatives, hedging, and other advanced financial theories. (*Prerequisite: MMBA 6610.*)

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

This course investigates marketing concepts in the context of real problems. Topics such as market segmentation, marketing channels, competitive intelligence, integrated marketing, product development and commercialization, consumer behavior, and product and services marketing are covered. Students apply these and other concepts to develop marketing solutions commonly required in real-world enterprises. (*Prerequisite: MMBA 6530.*)

MMBA 6621 Advanced Marketing (4 sem. cr.)

This course includes an emphasis in global marketing, international pricing, and other concepts that are important when addressing marketing in an international setting. (*Prerequisite: MMBA 6620.*)

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

This course addresses important management challenges that are typical in today's technology-based businesses. The course emphasizes topics such as how to align business needs with technology solutions, how to identify new opportunities or applications for technology, and how to manage the related processes to ensure that technology solutions enhance an organization's competitive position.

MMBA 6631 Advanced Technology (4 sem. cr.)

This course focuses on innovation and technology management and supporting processes. In addition, students examine how technology solutions are affected when the context is global in scope. (*Prerequisite: MMBA 6630.*)

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

This course focuses on the emerging trend of business organizations moving from a profit-only mentality to one in which they utilize their profits and other resources to enhance society. Students explore entrepreneurial concepts and processes that apply to startup enterprises as well as those that are well-established with an innovative focus or entrepreneurial spirit. Topics such as market opportunity, risk

management, change management, innovation, product development, financing and raising capital, intellectual property, and commercialization are covered. Students apply these and related concepts to problems common to real-world organizations.

MMBA 6641 Advanced Entrepreneurship (4 sem. cr.)

In this course, students continue to build their entrepreneurial skills and knowledge by addressing problems drawn from real-world organizations. Students analyze how the organization contributes to society (local, national, or international), how entrepreneurship and commercial activities affect the environment, and how the potential of forming “glocalities” (a combination of individuals, business organizations, and political agencies) becomes more significant in the future in terms of working in unison to better society. (*Prerequisite: MMBA 6640.*)

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

This course introduces students to the art and science of project management as applied to different types of project situations. Topics such as project life-cycle management; project organizations and leadership; project team building; RFPs, proposals, and contracts; techniques for project scope definition, work definition, estimating, scheduling, risk management, control, and closeout; the PMO; project management methodology; and project selection/portfolio management are covered. Students explore these concepts in the context of real-world problems.

Note: There is a special technology requirement for this course, requiring the use of Microsoft Project. The software will be provided in trial form, but there is not a Mac version available in this software. Students in this course are required to use Microsoft Windows, XP, or Server 2003 or later. Since Mac users may experience difficulty using the software, we recommend the following: (1) Mac users should be prepared to use a PC during this course, or (2) Mac users should purchase the appropriate software or hardware to be able to replicate the Windows environment on their Mac.

MMBA 6651 Advanced Project Management (4 sem. cr.)

Increasingly, the “soft” skills of project management are recognized as the keys to improving its practice. This course explores best practices and research results on how best to practice project management in today’s organizations, in context of real-world problems. Students also examine how project management applies in a global context. (*Prerequisite: MMBA 6650.*)

MMBA 6599 Independent Study (1 sem. cr.)

This course provides students an opportunity to create and conduct an individualized area of study. Students are assigned an instructor to assist and assess the work completed during the course.

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

Leaders in the 21st century need to consider new frameworks and perspectives that allow them to be effective. In this course, students explore these ideas in the context of problems pulled from real organizations. This course provides students with the opportunity to investigate many of the current theories and best practices, to determine which may work best in a given situation.

MMBA 6661 Advanced Leadership (4 sem. cr.)

Globalization, increasing prevalence of technology, the continued blurring of organizational boundaries, and the rapidly accelerating rate of change all contribute to the need for leaders to continue to develop their leadership skills. This course explores leadership principles and practices in the context of real-world problems that are increasingly complex in nature. (*Prerequisite: MMBA 6660.*)

MMBA 6671 Global Perspectives With Study Abroad Seminar (4 sem. cr.)

This course builds on a 1- to 2-week seminar experience where students are immersed in the business environment and culture of another region. Students use their experience in conjunction with other resources to develop a robust understanding of doing business in a global environment.

MMBA 6672 Field Study (4 sem. cr.)

This course provides students the opportunity to develop an independent research project based on individual goals. Students propose a research project that aligns with Walden's M.B.A. program and their own professional objectives, conduct the research under the guidance of a Walden instructor, and present their results to that instructor. (*Prerequisite: Prior academic approval is required.*)

MMBA 6673 Applications in International Business (4 sem. cr.)

This course introduces students to how institutions, organizations, and culture shape uniqueness in regional market and business practices. Students are exposed to the functioning of global organizations that shape the global business climate. Students explore drivers for internationalization, barriers and pitfalls, and best practices in international business.

MMBA 6674 Case Studies in International Business (4 sem. cr.)

In this course, international business topics are explored in depth and in context through real-world case studies. Students analyze the success and failure of international business ventures across a wide range of industries, developing their analytical skills in the process.

MMBA 6680 Individual and Organizational Commitment to Social Responsibility (4 sem. cr.)

In this course, students explore multiple approaches to understanding and improving the systemic relationships and obligations that exist among individuals, organizations, and the larger set of connected communities. Special emphasis is placed on helping learners develop the ability to practice social responsibility as part of their daily work. This provides opportunities for leaders to take into account the role they can play in effecting change and growth without doing harm through unintended byproducts and outcomes.

MMBA 6681 Social/Environmental Entrepreneurship and Sustainable Development (4 sem. cr.)

In this course, students explore and evaluate opportunities to create value through the development of new organizations that respond in sustainable ways to the needs of both the micro-level community and the world at large. This course helps prepare the learner to build new organizations that solve problems within a systems context and to build into their approach to planning, operations, and decision-making a global awareness that begins within their local community and extends far beyond. New venture plan outlines are drafted that focus on social and environmental entrepreneurship issues.

MMBA 6690 U.S. Health Care Delivery System (3 sem. cr.)

This course provides the student with an understanding of the structure and components of health services and the health services delivery system in the United States. The components of the system, including patients, organizations, health care professionals, public and private third-party payers, regulators, reimbursement and reimbursement methods, and technology are identified and described, including the continuum of health services such as hospitals and hospital systems, ambulatory care services, long-term care services, wellness/prevention services, and community/public health services. In addition, the course provides an abbreviated history of health and health services in the U.S. and addresses the nature of population illness and disease. Contextual factors and challenges that are linked to the health care delivery system are addressed, and the impact of these challenges on the delivery of services and health care management are explored.

MMBA 6691 Health Economics (3 sem. cr.)

This course examines the application of economic principles to health care managerial decision-making regarding the amount, structure, and distribution of health care resources and services. Because of the complexity and uncertainty of the health care system, as well as the scope of resources consumed by health and health-related organizations, managers must appreciate the economic implications of decisions regarding allocation of resources. In this course, students will advance their knowledge of economic principles as reflected in the population demand for health; the demand for health care/medical care; the supply of health organizations and practitioners; the role of insurance, moral hazard, and adverse selection; the practice of cost-shifting; the structure, competitive nature, and dynamics of markets; differing objectives of for-profit and non-profit organizations; variation in consumer access to and utilization of services; roles of uncertainty and information asymmetry; strategies for consumer cost-sharing; and challenges health care organizations face in the pricing, production, allocation, and distribution of health and medical services. Special attention is devoted to understanding how health services differ in a variety of competitive markets.

MMBA 6692 Financial Management (3 sem. cr.)

This course introduces the terminology, theory, concepts, and techniques used in the accounting and finance functions in health care organizations. Students gain an understanding of the important role of finance in health care organizations, as well as learn various techniques to develop, manage, and control finances. Using an applied approach in learning about health care finance, the course enables students to learn how to develop, apply, and interpret various financial tools, including budgets, sources of revenue/reimbursement by payer, income statements, balance sheets, dashboards, statements of cash flow, pro formas, return on investment analysis, financial ratios, capital budgeting, debt service and borrowing, depreciation, and cost allocation and cost accounting techniques. Students will develop portions of a business/financial plan using these techniques, and will analyze the viability of their business/financial plan using accepted financial management tools.

MMBA 6693 Quality Assessment and Improvement (3 sem. cr.)

Health care organizations are increasingly concerned about providing high quality and safe services. This course introduces the student to the basis for quality and patient safety, and provides an overview of health care quality, methods of assessing quality, and techniques for improving quality. Key terminology and concepts will be addressed that include defining quality care; measuring quality in terms of the structure-process-outcomes model; distinguishing between clinical quality and customer service quality; identifying techniques to avoid adverse clinical events such as medication errors, misdiagnoses, surgical errors and complications, health care organization-acquired infections, unexpected mortality, and post-surgical mortality; and exploring customer service quality in terms of defining, measuring, and improving patient satisfaction. Additional emphasis will be placed on student understanding of the roles of governmental agencies in promoting and reporting quality information regarding hospitals and other health organizations, agencies that review and accredit health care organizations and health plans, and recent initiatives of government and private payers to pay/reimburse health care providers and organizations for performance. The roles of quality assurance and quality improvement in improving clinical and service quality in health care organizations will also be addressed with consideration of the 5 Million Lives Campaign.

MMBA 6694 Health Informatics and Technology (3 sem. cr.)

This course addresses the importance of information systems and information technology in improving decision-making in health care organizations. The student will be exposed to the need for and uses of information technology in health care organizations and how integrated, computer-based information systems can lead to decisions that improve and better coordinate care, allow for better management of

medical records and orders, increase the timeliness of care, improve cost controls, enhance supply inventory and management, and improve vendor contracting and management. Such systems will enable the assessment of cost and quality of health care and assist health care organizations in documenting and demonstrating costs and quality. Specific aspects of health informatics to be addressed in this course include: electronic medical records and computerized physician order entry, linked information systems across episodes of care, integrated financial and clinical information systems, linkages between telephone, computer and other electronic information access systems, Web-based systems for increasing consumer knowledge and relationship building within health care organizations, confidentiality and security of information systems, and organizational compliance with external reporting requirements related to cost and quality. Students will become familiar with administrative data sets and information technology used in decision support.

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

This course begins with an emphasis on reflective management practice in the global environment of business. Students explore contemporary management thinking and examine their own management style and experience. The second half of the course provides an opportunity for students to complete their program-level project and to put all of their M.B.A. experiences together and discover how their thinking and perspective have changed as a result of their learning.

MMBA 6920 Health Services Financial Management (4 cr.)

This course focuses on the functional role of the health care finance manager and the basic tools of health care financial decision-making. Topics include financial reporting statements, cost concepts and decision-making, budgeting techniques, cost variance analysis, time valuing of money procedures, capital acquisition, debt and equity financing, and working capital cash management.

MMHA

MMHA 6015 Foundations of Health Care Administration (3 sem. cr.)

This course focuses on increasing students' knowledge and awareness of key contextual and environmental factors affecting the practice of health care administration, including the importance of culture, communication, and diversity. It introduces students to stakeholders in the health care field in a variety of settings. Key health and medical terms are covered, including basic health, wellness, and disease information. Students develop critical-thinking, as well as written, verbal, and interpersonal communication skills. The professional behaviors, attitudes, goal-setting, and motivation required for success as a health care manager are considered. In addition, this course helps students develop the competencies they need for success within an online environment. Students begin developing a portfolio.

MMHA 6100 U.S. Health Care Delivery System (3 sem. cr.)

This course helps students understand the structure and components of health services and the health services delivery system in the United States. The components of the system, including patients, organizations, health care professionals, public and private third-party payers, regulators, reimbursement and reimbursement methods, and technology are identified and described, including the continuum of health care services such as hospitals and hospital systems, ambulatory care services, long-term care services, wellness/prevention services, and community/public health services. In addition, the course provides an abbreviated history of health and health services in the United States and addresses the nature of population illness and disease. Contextual factors and challenges that are linked to the health care

delivery system are addressed, and the impact of these challenges on the delivery of services and health care management are explored.

MMHA 6115 Research Methods and Quantitative Analysis (3 sem. cr.)

This course provides students with a working knowledge of research methods for collecting, analyzing and interpreting health care data, and an appreciation of the value and application of these methods in health care organizations. Students learn to distinguish between types of research (quantitative and qualitative) with an emphasis on the use of quantitative analysis in health care organizations. Basic research methods are described, including surveys, observational studies, experimental and quasi-experimental design, and use of primary and secondary data. Also covered are statistical techniques for analyzing and interpreting data, including descriptive statistics, hypothesis testing, probability, sampling, tests of significance, chi-square analysis, correlation, linear regression, and multiple regression. Students interpret and critique current health care management articles from the literature. In addition, students use Excel and SPSS for data manipulation and analysis; they analyze selected administrative data to identify findings and implications for an organization.

***Note:** There is a special technology requirement for this course for accessing required interactive tutorials. PC: Students using a PC platform must have a minimum of Windows 2000, Internet Explorer 6.0, and 1GB of RAM. Mac: Students using a Mac platform must have a minimum of an Intel® Mac with OS X version 10.4.11, 1GB of RAM, and Windows 2000.*

Mac users who do not already have Windows 2000 on their Macs will need to purchase one or two Mac add-ons from an outside vendor in order to access the interactive tutorials. For details on which add-ons to purchase and how to purchase them at discount pricing, please contact a member of Walden's Student Support Team at 1-800-925-3368 or 1-612-925-3368, option 2.

MMHA 6130 Health Economics (3 sem. cr.)

This course examines the application of economic principles to health care managerial decision-making regarding the amount, structure, and distribution of health care resources and services. Because of the complexity and uncertainty of the health care system, as well as the scope of resources consumed by health and health-related organizations, managers must appreciate the economic implications of decisions regarding allocation of resources. Students advance their knowledge of economic principles as reflected in the population demand for health; the demand for health care and medical care; the supply of health organizations and practitioners; the role of insurance, moral hazard, and adverse selection; the practice of cost-shifting; the structure, competitive nature, and dynamics of markets; differing objectives of for-profit and non-profit organizations; variation in consumer access to and utilization of services; roles of uncertainty and information asymmetry; strategies for consumer cost-sharing; and the challenges health care organizations face in the pricing, production, allocation, and distribution of health and medical services. Special attention is devoted to understanding how health services differ in a variety of competitive markets.

MMHA 6145 Health Policy (3 sem. cr.)

This course provides students a better understanding of health policy, which reflects authoritative decisions and the process of decision-making carried out at the federal, state, and local levels, and which affects personal health and access to and delivery of health services in the United States. Students gain knowledge of the levels within which health policy is carried out, the process for policy development and implementation, key stakeholders and interest groups involved in the health policy process, and how health policy changes over time. Key policy initiatives to address health issues in the United States are explored, including Medicare and Medicaid, access to care and the uninsured, disease-specific efforts such as HIV/AIDS and organ transplantation programs, emerging infectious diseases such as MRSA and the re-emergence of tuberculosis, and terrorism and emergency preparedness. Funding issues associated

with health policy are discussed. The impact on health care organizations and the role of management in shaping and responding to health policy are addressed.

MMHA 6160 Financial Management (3 sem. cr.)

This course introduces the terminology, theory, concepts, and techniques used in the accounting and finance functions in health care organizations. Students gain an understanding of the important role of finance in health care organizations and learn various techniques to develop, manage, and control finances. Using an applied approach in learning about health care finance, the course enables students to learn how to develop, apply, and interpret various financial tools, including budgets, sources of revenue and reimbursement by payer, income statements, balance sheets, dashboards, statements of cash flow, pro formas, return on investment analyses, financial ratios, capital budgeting, debt service and borrowing, depreciation, and cost allocation and cost accounting techniques. Students develop portions of a business/financial plan using these techniques and analyze the viability of their business/financial plans using accepted financial management tools.

MMHA 6175 Management Aspects of Clinical Service Delivery (3 sem. cr.)

This course provides students with an understanding of the provision and delivery of clinical services to patients within health care organizations. Students learn about the relationship of patient disease to care providers and the organizational arrangements to ensure that appropriate, effective, and efficient care is provided. The relationship between health care management and clinical delivery of services is made explicit in this course, and the implications of management and clinical staff working together are examined. Emphasis is given to learning about different perspectives and expectations held by clinicians. An applied approach is used to help students gain understanding and experience with clinical and support functions in health care organizations that impact the delivery of clinical services: students shadow and observe clinical and nonclinical operations in health care organizations, such as dietary, radiology, nursing, and pharmacy.

MMHA 6190 Organizational Development and Leadership (3 sem. cr.)

This course addresses the unique structures of health care organizations and behaviors that impact organizational performance. The roles and responsibilities of management within health care organizations are addressed in this context, from both the macro (organization-wide) perspective and the micro (individual and team) perspective. Key concepts of management—including understanding organizational values, mission, and vision—are addressed, as are the key concepts of defining the work to be carried out and the arrangements to effectively deliver services within health care organizations. The course addresses the theory of organizational design and governance and alternative organizational structures. Students consider the theory and practice of managing individuals and groups through motivation, communication, teamwork, leadership, power, organizational change, coalition building, negotiation, and conflict management and resolution. Development of student self-awareness and management style through group work and personal assessment is a key component of this course.

MMHA 6205 Health Law and Ethics (3 sem. cr.)

This course provides students with an understanding of the laws, regulations, and court decisions that affect health care organizations, as well as the ethical underpinnings and principles that health care organizations follow in the delivery of services. A review of key federal and state laws is provided, including regulatory oversight and licensing of facilities and practitioners; credentialing requirements and processes; scope of practice for practitioners; admission and discharge processes; privacy and confidentiality of patient information; patient protection, including advanced directives, right to die, informed consent, malpractice, and content of and access to patient records; organizational liability; apparent agency liability; fraud and abuse; safe harbor; conflict-of-interest legislation; antitrust law; contract law governing relationships with employed physicians and other providers; risk management;

and organizational governance issues. In addition, the course addresses accreditation as a form of regulation. Students consider key ethical principles underpinning health care organizations, as well as recent court decisions that impact health care organizations and management roles.

MMHA 6220 Human Resource Management (3 sem. cr.)

This course addresses the role of human resources in health care organizations and the recruitment, retention, management, and development of these resources. Students gain an understanding of the key roles of human resource personnel in establishing goals and expectations regarding organizational performance, and how individuals contribute to effective performance in terms of controlling costs, improving quality, and providing excellent customer service. Major federal and state legislation that impacts human resources is reviewed. Key management functions within workforce planning and recruitment are addressed, as well as functions within workforce retention. Specific attention is devoted to the administrative and strategic aspects of managing human resources, with particular focus on managing clinical and direct care practitioners whose perspectives and expectations differ from that of management. Employment and contract labor law are reviewed, as well as job pricing and compensation strategies, including benefits and pay for performance; staffing models; labor relations; performance appraisals; turnover management; and strategies for ensuring employee engagement, motivation, and satisfaction.

MMHA 6235 Operations Analysis (3 sem. cr.)

This course helps students understand the need for performance, measures of performance, factors that affect performance, and methods to monitor, adjust, and improve performance in health care organizations. The course addresses the nature of inefficiencies and problems in the coordination and delivery of care that arise in health care organizations, and the techniques and tools used to identify, analyze, and resolve those problems. Important concepts addressed include understanding productivity and efficiency, understanding patient care and nonpatient care processes within the health care organization, taking a systems perspective on the organization and delivery of services, identifying problems using Fishbone and root cause analytical techniques, and monitoring performance data to identify trends and variation. Special emphasis is given to understanding re-engineering, Six Sigma, Lean Organization, and Baldrige Criteria, as applied in health care organizations to monitor, report, and improve organization-wide performance.

MMHA 6250 Quality Assessment and Improvement (3 sem. cr.)

Health care organizations are increasingly concerned about providing high quality and safe services. This course introduces students to the basis for quality and patient safety, and provides an overview of health care quality, methods of assessing quality, and techniques for improving quality. Key terminology and concepts are addressed, including defining quality care; measuring quality in terms of the structure-process-outcomes model; distinguishing between clinical quality and customer service quality; identifying techniques to avoid adverse clinical events such as medication errors, misdiagnoses, surgical errors and complications, health care organization-acquired infections, unexpected mortality, and post-surgical mortality; and exploring customer service quality in terms of defining, measuring, and improving patient satisfaction. Additional emphasis is placed on understanding the roles of governmental agencies in promoting and reporting quality information regarding hospitals and other health organizations; agencies that review and accredit health care organizations and health plans; and recent initiatives of government and private payers to pay and/or reimburse health care providers and organizations for performance. The roles of quality assurance and quality improvement in improving clinical and service quality in health care organizations is also addressed with consideration of the 5 Million Lives Campaign.

MMHA 6265 Health Informatics and Technology (3 sem. cr.)

This course addresses the importance of information systems and information technology in improving decision-making in health care organizations. Students are exposed to the need for and uses of

information technology in health care organizations and how integrated computer-based information systems can lead to decisions that improve and better coordinate care, allow for better management of medical records and orders, increase the timeliness of care, improve cost controls, enhance supply inventory and management, and improve vendor contracting and management. Such systems enable the assessment of cost and quality of health care and assist health care organizations in documenting and demonstrating costs and quality. Specific aspects of health care informatics addressed in this course include electronic medical records and computerized physician order entry; linked information systems across episodes of care; integrated financial and clinical information systems; linkages between telephone, computer, and other electronic information access systems; Web-based systems for increasing consumer knowledge and relationship-building within health care organizations; confidentiality and security of information systems; and organizational compliance with external reporting requirements related to cost and quality. Students become familiar with administrative data sets and information technology used in decision support.

MMHA 6280 Strategic Planning and Implementation (3 sem. cr.)

The purpose of this course is to help students understand the importance and process of formulating, implementing, and evaluating a strategic plan. This is an applied course in which students are involved in researching and developing components of a strategic plan for a specific health care organization. The role of strategic planning in achieving organizational performance is reviewed, as is the notion of planning as a cyclical process coordinated by planning and marketing professionals within the health care organization. Strategic planning has been recognized as necessary to ensure a strong competitive position, and it requires that organizational activities be aligned to achieve the organization's mission and vision. Key concepts in strategic planning are addressed, including identifying the relationship of the plan to the organization's mission, values, and vision; identifying opportunities and threats in the external environment; assessing the competition; identifying external influences; identifying resource constraints and resource needs; identifying organizational strengths and weaknesses; forecasting trends in organizational performance; setting goals and objectives; selecting strategies; identifying and implementing marketing actions to support plan implementation; identifying implications of the strategic plan on organizational finances and human resources; and monitoring and evaluating the plan's progress. Students gain experience with SWOT analysis.

MMHA 6550 Practicum (3 sem. cr.)

The practicum provides students with an opportunity to apply and integrate the knowledge and skills they have acquired throughout the M.H.A. program and further develop key professional competencies. This experience is in alignment with the students' academic and professional goals and proceeds under the supervision of faculty. Supervision by an on-site preceptor is a critical component of the practicum. Students participate in an accompanying online seminar course and continue development of the ePortfolio informed by the practicum. Ongoing monitoring and evaluation is provided by the on-site supervisor and the course instructor.

MMHA 6560 Capstone (3 sem. cr.)

The capstone provides an opportunity for students to synthesize the practicum experience and the accompanying learning and to complete an ePortfolio based on their field experience as well as a substantive written paper or project.

MMPA

MMPA 6000 Success Strategies in the Online Environment (6 cr.)

The purpose of this course is to introduce students to Walden University and the requirements for their successful participation in an online curriculum and to provide a foundation for their academic and professional success as a scholar-practitioner and a social change agent. Course assignments focus on practical application of writing and critical thinking skills and the integration of professional practice with professional and academic excellence as they relate to practice in public policy and administration.

MMPA 6115 Foundations for Graduate Study (1 cr.)

This course introduces students to Walden University and to the requirements for successful participation in an online curriculum. It provides a foundation for academic and professional success as a scholar-practitioner and as a social change agent. Topics include the relation of mission and vision to professional goals; development of the Program of Study and Professional Development Plan; strategies for online success; introduction to the online library; and introduction to critical thinking, professional writing, and academic integrity. Course assignments focus on practical application of writing and critical-thinking skills and promote professional and academic excellence.

MMPA 6200 Introduction to Public Administration (5 cr.)

Public administrators work to increase the effectiveness of government and organizations locally and internationally. This course explores the history, foundations, and theories of public administration and the diverse political, social, and economic contexts within which they exist as well as an understanding of public policy and organizational environments. Topics include ethical and legal issues, governance, fiscal planning, and current topics and trends in public administration. Students choose a public organization; examine its overall history, purpose, and operation; and apply public administration theory to describing its operation and health.

MMPA 6210 Managing at the Boundaries: Creative Thinking for Social Change (6 cr.)

This course examines the historical and contemporary patterns of interaction between levels of government and between the public, private, and nonprofit sectors in the United States. Of all the Western democracies, the United States has the most fully developed nonprofit sector. In the past 20 years, the private sector has become more and more important to the other two sectors with, for example, growing efforts to privatize public service delivery and to use corporate strategies and connections for enhanced revenue in the nonprofit sector. Increasingly, the boundaries between governmental levels and the three sectors have become more blurred and the action at these intersections more critical for the effectiveness of public/nonprofit sector leaders and managers.

MMPA 6220 Principles of Public Administration: Applied Critical-Thinking Skills (6 cr.)

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

MMPA 6230 Professional Leadership and Ethics (4 cr.)

This course examines the ethical issues of public and nonprofit sectors. It provides conceptual tools to clarify moral dilemmas and analyzes individual decision-making strategies and organizational programs from an ethical perspective.

MMPA 6240 Cultural Competency: Communication Skills for a Global Society (2 cr.)

To work effectively on teams and in organizations in an increasingly diverse and global context, individuals must be culturally competent. This course offers students the opportunity to compare and contrast their personal, national, and organizational cultures and build their cultural confidence to lead in their work and communities. By applying theory in small group activities and through work in the field, students deepen their understanding of learning and information processing styles and develop strategies for fostering cross-cultural communication and teamwork.

MMPA 6250 Nonprofit and Governmental Budgeting and Finance (4 cr.)

This course examines governmental and nonprofit budgeting policies and practices, as well as the fiscal climate within which these organizations have to operate. Students gain a better understanding of the role of finance in public and nonprofit organizations and the theories underlying major fiscal policy debates. They also learn how to construct budgets and capital improvement plans, as well as how to successfully generate funds to support nonprofit sector organizations.

MMPA 6251 U.S. and International Health Care Systems (4 cr.)

This course examines international health care system reform. Focus is given to the influence of corporate and governmental agencies in the delivery and financing of health services and the legal issues confronting health care institutions. The course also explores fiscal and public policy forces on national and international health systems and investigates the opportunities and challenges facing the management of community-based health care organizations.

MMPA 6265 Organizational Theory and Behavior (4 cr.)

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

MMPA 6275 Human Resource Management (4 cr.)

This course is a survey of philosophy, approaches, and systems of managing people in government and nonprofit organizations. It includes historical developments, personnel management practices and behaviors, and current issues. It examines recruitment, classification, compensation, training, evaluation, and labor-management relations functions.

MMPA 6285 Policy Analysis (4 cr.)

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

MMPA 6295 Applied Research (4 cr.)

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

MMPA 6300 Strategic Management of Information (4 cr.)

This course is designed to give students an in-depth understanding of information resources and their implications for the public and nonprofit sectors. Advancements in information technology, which are making e-government a reality and are causing administrators to rethink their approach to service delivery, are explored as well as new ways of structuring organizations for greater productivity. The human systems and organizational culture impacts of information technology are also examined.

MMPA 6305 Master's Capstone Seminar (4 cr.)

This course is intended to integrate learning from all the master's courses to demonstrate a stronger, more intellectually cohesive understanding of public and nonprofit administration. It may focus on governance, policy, or leadership and management in either the public or nonprofit sectors, or it may take a cross-sector comparative perspective. (*M.P.A. students must take this course in their final quarter of study.*)

MMPA 6320 Public Policy Implications of Terrorism Legislation and Policies (5 cr.)

This course provides a broad perspective on the history of the U.S.A. Patriot Act, similar legislation and immigration laws to combat terrorism, and their policy implications on law enforcement, governmental entities, organizations, and individuals. It provides a basic foundation upon which to build for those public administrators and public policy analysts who are charged with drafting and implementing public policy and enforcing and/or responding to potential terroristic threats, while simultaneously upholding and protecting constitutional freedoms. Material for this course is drawn from contemporary texts, Web sites, case studies, and material representing international, national, and local governments and organizations. Learners critically review and analyze the U.S.A. Patriot Act and similar legislation and policies, and participate in online discussions about these laws and their implications on U.S. Constitutional freedoms.

MMPA 6321 Terrorism: A Systemic Approach for Emergency Preparedness (4 cr.)

This course provides participants with an overview of terrorism—local, national, and international—and the need to develop a systemic approach for emergency preparedness. Topics include, but are not limited to, terrorism overview, terrorism and public health, bioterrorism, biosecurity, cyberterrorism, risk assessment, implications for public health, and components of a systemic preparedness infrastructure. Course participants begin the development and/or analysis of a terrorism preparedness infrastructure, and participate in online discussions.

MMPA 6322 Critical Incident Planning and Leadership (4 cr.)

This course examines the principles of emergency planning, selection of leaders, specialized planning (e.g., schools, tourism), mutual aid, and leadership theories. It provides a basic foundation for public administrators to develop a critical incident plan and also understand leadership theories. Course participants critically analyze case studies, identifying weaknesses and potential solutions.

MMPA 6330 Holding Up the Mirror: Understanding Different Cultures and Increasing Global Consciousness (4 cr.)

This course offers students an opportunity to explore and understand the cultural values and styles of communication, reasoning, and leadership unique to their home culture. Students apply their increased understanding to other cultures. They also identify and become familiar with the challenges American nonprofits face as they work internationally or cross-culturally within the United States. (*Prerequisite: A course or direct experience in nonprofit management is strongly advised.*)

MMPA 6331 Crossing Borders: U.S. and International NGO Organizational Cultures and Environments (4 cr.)

In this course, students study in depth the cultures, structures, and activities of NGOs in select countries and compare their activities, organizational cultures, structures, and working environments with nonprofits in the United States. (*Prerequisite: A course or direct experience in nonprofit management is strongly advised.*)

MMPA 6332 Placing NGOs in the Global Context (4 cr.)

This course offers students knowledge and understanding about the geopolitical and economic contexts in which international, nongovernmental, and voluntary agencies function in other countries. Students analyze the historical, political, social, and cultural contexts in which NGOs work and the implications these contexts have on the work of local and international NGOs. Students identify strategies that make the international and cross-cultural efforts of NGOs successful. (*Prerequisite: A course or direct experience in nonprofit management is strongly advised.*)

MMPA 6340 Leadership for the Nonprofit Sector (4 cr.)

This course provides an overview and history of the third sector in American society, featuring governance and nonprofit corporations. The course covers the relationship between the board and the executive director, ethics, fiduciary responsibility, human resources, and board organizational structures. It examines the role of nonprofit organizations in fostering social change and the emerging trend toward entrepreneurship in nonprofits. (*12-week course.*)

MMPA 6341 Fund Raising and Marketing in Nonprofit Organizations (4 cr.)

This course examines the history of philanthropy and the philosophy of giving in the nonprofit sector in the United States. It provides students with an understanding of the many fund-raising techniques and funding sources that generate financial support for nonprofits as well as the context in which these methods may be used. **Note:** *This is a 12-week course.*

MMPA 6342 Nonprofit Management (4 cr.)

This course provides the basis for understanding nonprofit management issues and how management in the nonprofit sector differs. The course addresses mission, budgeting, financial management, strategic planning, and outcome evaluation and assessment. **Note:** *This is a 12-week course*

MMPA 6350 Historical and Contemporary Issues in Criminal Justice (4 cr.)

This course looks at the evolution of crime—from lone criminals to worldwide syndicates—using the scientific rigor built into the selected readings and discussions. Among the topics examined are the philosophy of community- and problem-oriented policing, transnational crime, terrorism, and the new nexus between them. The course equips current and future leaders with the knowledge and depth of understanding to assess and manage the opportunities, innovations, and challenges in their profession.

MMPA 6351 Policy Analysis in the Criminal Justice System (4 cr.)

This course reviews key court decisions and explores the tension between constitutionally guaranteed individual rights and crime-prevention and public-safety efforts. The course also covers policy analysis and planning in the criminal justice field, and offers an understanding of the policy context in which the criminal justice system functions.

MMPA 6352 Leadership: Putting Theory Into Practice in Criminal Justice Administration (4 cr.)

This course introduces students to the problems that currently confront the administration of the criminal justice system, as well as problems predicted for the future. So that students are prepared to lead efforts to address these challenges, this course offers powerful models for strategic, critical, and reflective thinking. This course also immerses students in discussion about the major components of effective justice administration: organizational thought and theory, leadership, human capital, policy development and implementation, and collaboration with other public safety and community organizations.

MMPA 6360 Public Safety Issues (4 cr.)

This course is a comprehensive survey of the issues faced by public safety agencies and personnel at the local, state, and national levels, including police and sheriff, emergency medical, and fire services and related organizations. It emphasizes communication and coordination between public safety organizations.

MMPA 6361 Managing Public Safety Organizations (4 cr.)

This course examines how public safety leaders find solutions to major issues confronting their operating systems, both organizations and communities, through research, analysis, planning, and decision-making. It adapts classic business management techniques and leadership principles to public safety operations. The concepts of “first-planner” and “first-responder” are introduced. Solutions and alternatives to varied situations confronting public safety managers are developed. Emphasis is on systems approaches, environmental analyses, contingency planning, implications for change, coordination, and controls.

MMPA 6362 Ethics in Preserving Public Safety (4 cr.)

This course applies the lessons of the first two courses in the specialization—management issues and planning solutions—to specific cases of leadership and personal responsibility in the public safety field. Using primarily the case study method, students will analyze leadership and ethical issues that public safety officials encounter in their work and develop effective approaches for how standards and ethics can best be instilled throughout a public safety organization. Students analyze classic cases, including the federal 9/11 Commission report, for lessons applicable to any public safety agency and situation—in intelligence, planning, operations, command, interagency coordination, communication, and technology.

MMPA 6380 Policy and Politics in American Political Institutions (5 cr.)

This course introduces students to the crafts of policy-making and analysis in the American democratic system. It covers the policy process—agenda setting, using policy analysis tools, managing the political process, implementing policy, and providing evaluation and feedback. Students develop skills in policy and economic analysis, as well as skills in determining the political feasibility of proposed policies. Regulation as a policy choice is discussed. Students enhance their abilities to develop alternatives and to assess strategies that are proposed to achieve certain policy objectives. Policy areas of interest to students form the foundation of this course and may include communications, immigration, social, transportation, housing, labor, arts, and environmental policies.

MMPA 6381 Program Public Policy and Evaluation (5 cr.)

This course provides an introduction to the tools used by policy-makers and policy analysts to evaluate the impact of social programs. Topics include selecting programs to evaluate; crafting program

descriptions; identifying stakeholders and their interests; developing logic models; framing evaluation questions; applying utilization-focused evaluation techniques; using quantitative and qualitative tools to complete formative and summative evaluations; and formulating evaluation reports and providing feedback to decision-makers. By the end of the course, each student develops a program evaluation design for a social program.

MMPA 6382 Public Policy and Finance (5 cr.)

This course covers both micro- and macroeconomic models used in policy formulation and how public finance influences policy choices as well as implementation alternatives. Students examine tax policies and tax incentive models, budgeting, public/private models, market influences on policy, the impact of government expenditures on income redistribution, and economic considerations of welfare, food stamps, workers' compensation, and Social Security. Outsourcing of public programs is also examined.

MMPA 6390 Strategic Context of Public Management and Leadership (5 cr.)

This course engages learners in collaborative study of the changing strategic context of public administration. Learners apply a systems perspective to construct a public enterprise model of the public organization of their choice, as a way of understanding the strategic context for practical action and the stakeholder relations involved. This is an organization "mental model," which is similar to a traditional "business model," but which includes the three interrelated flows of money, knowledge, and influence. Emphasis in this course is on management and leading of the unknown—imagining and creating a future that works in a time of unprecedented and unpredictable change. Students apply strategic scenarios to organizational change for the public organization of special interest to them. Students also develop professional action habits for pragmatic action learning in the practice of public administration.

MMPA 6391 Transformative Change in a Shared-Power World (5 cr.)

This course engages students in collaborative study of the nature and methods of transformative change in the complex human systems of contemporary public organizations. Students are taught a pragmatic action learning process for studying the experience of transformative change in complex systems. The dynamics of complex adaptive systems are studied to gain an understanding of how large scale and highly interrelated human systems change through self-organization. Appreciative inquiry and other selected methods of transformative change are studied and applied to a positive organizational change situation of special interest to the students. Students also develop professional action habits for pragmatic action learning in the practice of public administration.

MMPA 6392 The Language of Leadership (5 cr.)

In today's complex environment, leaders engaged in shaping public policy must know how to use the emotional as well as the intellectual power of language to motivate, inspire, and competently manage their organizations. Dynamic leadership requires understanding and use of techniques that affect both conscious and unconscious influences on human behavior. Effective communication connects at many different levels. This course provides both theoretical and practical information; demonstrates the necessary components for making such connections; and shows why stories, symbols, and metaphors are an essential element in the language of leadership.

MMPA 6405 Ethics and Social Justice (5 cr.)

Ethics is a foundational element of leadership. Leaders face increasingly complex social and political challenges as they seek to meet the needs of diverse constituents. This course explores ethics and social justice related to economic disparity, power, and privilege. Students use demographic data, current social trends, and themes to understand, analyze, and address ethical and social justice issues that impact service delivery in a global community.

MMPA 6420 Organizational Management and Leadership (5 cr.)

Public and nonprofit leaders require a deep understanding of their roles as leaders and managers of diverse and complex organizations. This course examines from theoretical and applied perspectives the distinction between leadership and management, organizational culture, change management, systems theories, and organizational development. Students apply principles to public, private, and nonprofit organizational settings.

MMPA 6431 Finance and Budgeting for the Public Sector (5 cr.)

Sound financial practices are crucial to managing scarce funds in the public sector. This course examines finance and budgeting concepts, policies, and practices related to organizations, as well as the fiscal climate within which they operate. Students gain an understanding of theories underlying fiscal policy; they read and analyze budgets, financial statements, and financial reports. Other topics include the use of auditing practices, tax systems, financial management, budgetary reform, and financial technology systems specific to government organizations. Students apply what they learn to developing budget and financial projects relevant to public organizations.

MMPA 6435 Human Resource Management: Building a Capable Workforce (5 cr.)

The acquisition, development, and retention of talent are critical elements in the success of any organization. This course examines theories, approaches, and systems related to the acquisition, management, development, and retention of people in government and nonprofit organizations. Through the use of case studies, students explore topics that include legal and ethical considerations, diversity, performance management, the establishment and implementation of policy, technology, and conflict management. Students apply the principles learned in this course to situations encountered in public, private, and nonprofit organizations.

MMPA 6451 Public Policy Analysis (5 cr.)

Public administrators today work in a hypercharged, partisan environment with unprecedented access to public policy data. This challenging environment affords public administrators both extraordinary opportunities and severe constraints. This course examines, in detail, the key stakeholders and actors in the public policy process with particular attention devoted to understanding the functions, impacts, and constraints of these stakeholders upon policy development and the policy-making process. In addition, the course explores professional ethics related to the role of the policy analyst and considers the significant social outcomes of public policy. It provides an introduction to the theories and strategies used by policy-makers and policy analysts to develop, implement, execute, evaluate, and promulgate public policy. Students explore the impact and consequences of public policy and consider and evaluate policy in a social justice framework. Students craft a policy memorandum to a decision-maker of their choosing regarding a current public policy problem that examines and evaluates competing policy alternatives.

MMPA 6461 Public Sector Economics (5 cr.)

The economy affects every aspect of daily life. In this course students gain an understanding of public sector economics at the local, state, and national levels. Topics include the role of the government in the market economy including the government's redistributive role; factors affecting the economy; sources of government revenue; the relationship of public goods and the economy; programs and services funded by the government; alternative forms of delivery of programs and services; and the interaction and interconnectedness of the US and global economy. Students apply concepts, processes, and systems related to public sector economics to a specific government program or service.

MMPA 6465 Strategic Planning: Collaboration, Cooperation, and Coordination (5 cr.)

In an increasingly complex world, leaders and managers in public and nonprofit organizations need to be strategic in their planning in order to fulfill the organizational mission and enhance stakeholder satisfaction. This course explores the role and process of strategic planning with an appreciation for collaboration, cooperation, and coordination as they relate to the strategic planning process. Students will apply these concepts to real-life situations and organizations and develop a strategic plan.

MMPA 6480 Applied Research and Evaluation Methods (5 cr.)

Organizational credibility, community trust, and fundraising are increasingly dependent upon demonstration of program effectiveness and success. This course introduces research and evaluation methods in the public and nonprofit sectors. Students examine the strengths, limitations, and threats to validity; models, quantitative metrics, and tools used to evaluate programs and policies; and legal and ethical issues associated with research and evaluation methods. Students are asked to critically evaluate sample research, using these parameters.

MMPA 6740 Disaster, Crisis, and Trauma (5 cr.)

This course defines natural and human-made disasters such as war, violence, genocide, and terrorist activities, and reviews how they impact the psychology of individuals and groups. Topics include theories of trauma; actions and behaviors following a disaster; stress, coping, and adjustment difficulties; psychological disorders (e.g., post-traumatic stress disorder); and available resources to deal with the trauma. The course emphasizes the importance and development of culturally appropriate service delivery programs and interventions for individuals affected and traumatized by disaster(s).

MMPA 6741 Psychology of Terrorism (5 cr.)

This course will examine the history, philosophy, techniques, and countermeasures to terroristic threats to public safety. Topics include aspects of international and domestic terrorism with an emphasis on its roots viewed from the broadest possible political, sociological, and cultural perspectives; factors and catalysts attributed to the terrorism phenomena, including poverty, psychology (e.g., motivational factors and antisocial behaviors), social injustice, oppression, and religion; and impact of media and technology in aiding and countering terroristic activities

MMPA 6810 Fundamentals of Law and Public Policy (5 cr.)

Legal decisions and the law have an impact on the creation of public policy. This course explores the relationship between laws and public policy and the impact court decisions have on policy and policy leaders. Topics include legal concepts and terminology, legal jurisdictions, case law, seminal cases, and the Supreme Court's roles and procedures. Students apply fundamental legal concepts and principles to case studies and contemporary problems.

MMPA 6811 Legal Research for Policy Practitioners (5 cr.)

There is a wealth of vital legal knowledge available to public policy practitioners. In this course, students are introduced to a number of print and electronic resources available for legal research and gain an understanding of how the law is used to inform the creation of public policy. Topics include navigating legal libraries, citing cases, and the use of research to support public policy. Students apply legal research to case studies and contemporary issues.

MMPA 6812 Contemporary Cases and Issues in the Courts (5 cr.)

Major issues in the Supreme Court have an impact on public policy at the state and local level. This course examines major U.S. Supreme Court decisions and explores how these decisions can affect public

policy. Topics include individual rights, property rights, administrative law, immigration law, and foreign policy. Students apply legal research and verdicts to case studies and current issues.

MMPA 6820 Elements of Sustainable and Livable Communities (5 cr.)

Creating and maintaining sustainable and livable communities requires leaders who understand the connections among the natural, built, and social environments, and who can address these connections in a holistic and integrated fashion. This course introduces the concepts of sustainability and livability and examines popular approaches to creating and maintaining communities that are more environmentally sound, economically prosperous, and socially equitable. In particular, students focus on strategies to halt urban sprawl and to promote alternative modes of transportation. Students define and explore these concepts through case studies and examples drawn from local communities.

MMPA 6821 Tools for Sustainable Community Development (5 cr.)

Effective community leaders require comprehensive tools and resources to create livable and sustainable communities. Students explore topics including demographic analysis and forecasting, citizen engagement, economic forecasting and budgeting, acquisition of alternative funding sources, GIS technology, comprehensive use planning, and other tools and resources needed to meet the challenge of creating and maintaining sustainable communities. Students use case studies and examples drawn from local communities to identify and apply appropriate strategies.

MMPA 6822 Current Issues in Regional and Local Public Policy (5 cr.)

Local government leaders must understand and address complex and interrelated issues including public health and safety, urban sprawl, immigration transportation, aging of the baby-boom generation, affordable housing, living-wage jobs, and threats to natural resources. This course explores current concepts with an emphasis on creating livable and sustainable communities through cooperation, coordination, and collaboration of community stakeholders. Students use local community examples to assess critical issues and identify problem-solving strategies.

MMPA 6830 Current Issues in Homeland Security (5 cr.)

Since its inception, the Department of Homeland Security has profoundly impacted public policy and administration. This course examines homeland security history, concepts, and policies, as well as strategies of prevention and response. Topics include ethical issues, telecommunications, technology, threat assessment, contingency planning, and risk management. Students apply fundamental concepts and principles of homeland security to case studies and current issues.

MMPA 6831 Critical Incident Leadership and Planning (5 cr.)

Strategic leadership is required to address the challenges and complexities of homeland security. To respond to critical incidents during and after they occur, leaders must plan tactically and understand how to obtain and mobilize resources. Students explore the roles of leaders related to activating and coordinating funding, personnel, jurisdictional issues, training, communication, information management, technology, and health care in order to create an effective response to homeland security needs. Course participants critically analyze case studies, identifying weaknesses and potential solutions.

MMPA 6832 Terrorism: Legislation and Policy (5 cr.)

The events of 9/11 resulted in a new and intense focus on the issue of terrorism in the United States and abroad. In this course, students explore the history of terrorism; laws, regulations, and legislation related to terrorism; and the roles of the media, governmental agencies, and other entities in the prevention of and response to terrorism. Students apply their knowledge to case studies and current trends related to terrorism.

MMPA 6840 Health Policy and Management (5 cr.)

This course examines the factors that influence and improve health outcomes of individuals and populations, with attention to the goals of Healthy People 2010 and the main components and issues of organization, financing, and delivery of health services and public health systems in the United States. Topics include management theories and processes, systems thinking, strategic planning and partnerships, quality and performance improvement, leadership, and organizational behavior. The policy process, including the advocacy role of the public health professional in influencing local, state, and federal policy, is addressed. The impact of global trends on public health practice, policy, and systems is also considered.

MMPA 6841 Legal and Regulatory Aspects of Public Health (5 cr.)

This course examines the role of federal, state, and local government in the assurance of public health through legislation and regulation. Consideration is given to contemporary legal and regulatory issues arising in public health practice and emergencies with attention to public health security and preparedness in response to bioterrorism and disasters.

MMPA 6842 Leadership, Professionalism, and Ethics in Public Health Practice (5 cr.)

This course examines theories of leadership as well as the professional attributes, skills, styles, and strategies required to advance public health goals. Ethical choices, values, professionalism, opportunities for advocacy, and the application of principles of social justice implicit in public health decisions and practice are considered with emphasis on the importance of a collaborative approach to working with diverse communities and constituencies.

MMPA 6850 Introduction to the Nonprofit Sector (5 cr.)

Nonprofit organizations serve as the foundation for many social change efforts. This course explores the history, foundations, and types of nonprofit organizations, as well as the diverse political, social, and economic contexts within which they exist. Students examine and apply marketing, public relations, and communication concepts and strategies to case studies and contemporary situations. Ethical, legal, and global lenses are applied to the study of the nonprofit sector. Students develop a concept paper guiding the development of a nonprofit organization.

MMPA 6851 Board Governance and Volunteer Management (5 cr.)

Volunteers are the lifeblood of many nonprofit organizations. These organizations rely heavily on their volunteer Board of Directors to govern and guide them toward their mission. The success of nonprofit organizations is largely dependent on the effective management of program volunteers and board members. This course explores the volunteer management process (volunteer recruitment, orientation, training, supervision and evaluation) with an emphasis on creating and maintaining an effective Board of Directors. Students design a board development or volunteer management plan based on the concept paper they developed in MMPA 6850 Introduction to the Nonprofit Sector.

MMPA 6852 Resource Development (5 cr.)

All nonprofit organizations require financial resources. Obtaining philanthropic financial support is essential to program delivery and stability. Students explore the concepts of philanthropy and development, identification of funding sources, donor/prospect cultivation and education, and solicitation and appreciation strategies. An emphasis is placed on creating an organizational philanthropic culture based on ethics and donor relationships. Students create a resource development plan for the organization they designed in MMPA 6850 Introduction to the Nonprofit Sector.

MMPA 6910 Master of Public Administration Capstone (5 cr.)

This course provides students with an opportunity to integrate their learning from all other courses in the program into a capstone project: a research paper or an applied project with a written paper. The capstone project may focus on governance, policy, or leadership and management in the public or nonprofit sectors, or students may take a cross-sector comparative perspective.

MMPA 6920 Health Services Financial Management (4 cr.)

This course focuses on the functional role of the health care finance manager and the basic tools of health care financial decision-making. Topics include financial reporting statements, cost concepts and decision-making, budgeting techniques, cost variance analysis, time valuing of money procedures, capital acquisition, debt and equity financing, and working capital cash management.

MMSL

MMSL 6100 The Character of Leadership (3 sem. cr.)

This course examines the challenges of being an ethical, vision-oriented leader, at any level of organization, who must navigate in turbulent, changing environments that often pose choices between “right and right.” Learners explore concepts related to level-five leadership and servant leadership, and they begin the process of self-assessment and reflection-in-action. This course also provides an introduction to Walden University, graduate studies at Walden University, the Walden M.S. in Leadership program, and all related processes and policies.

MMSL 6110 Building Organizational Culture: Leaders as Architects (3 sem. cr.)

This course examines the roles that leaders play as partners in shaping, and being shaped by, the organizational cultures they seek to influence. Learners explore perspectives on how to make conceptual sense of the cultural landscape of organizations, and examine the implications for leading and building effective community at various levels of application.

MMSL 6120 Leading Vibrant and Diverse Teams (3 sem. cr.)

This course explores how leaders at all levels of organization can better understand diversity of people and perspectives in organizations, and how they can work as partners in leading vibrant, diverse communities. Learners will examine diversity in a myriad of contexts, and will explore the particular challenges of building effective teams that are fueled by diversity.

MMSL 6130 Leadership in a Global Landscape (3 sem. cr.)

This course examines the implications and challenges faced by leaders as people from different cultures, social structures, religions, and languages participate in a globalized landscape and workforce. Learners will develop an understanding of the interrelatedness of nations in the global economy, explore the changing nature of international business and leadership, and evaluate the concepts of sustainable business strategies, international trade, foreign direct investment, and regional economic integration.

MMSL 6140 Framing and Analyzing Problems: Research Strategies for Leaders (3 sem. cr.)

This course is designed to promote the learner’s ability to think critically, with a long-term view, about identifying and analyzing problems, data interpretation and decision-making, while avoiding common decision errors that occur because of faulty, deep-seated mental models. Learners will also review

fundamentals of scientific research, including the application of qualitative and quantitative research methods to understanding leadership phenomena.

MMSL 6150 Developing and Communicating Solutions: Tools and Strategies for Leaders (3 sem. cr.)

This course equips decision makers with the ability to accurately and persuasively frame solutions to complex problems. Learners will examine how to set a proper context and create viable solutions for complex issues in volatile and uncertain environments. The course is intended to help leaders align stakeholders' mental models for effective decision-making, using the tools of communication, engagement, consensus building and blended/integrated strategy.

MMSL 6160 Taking the Long View: Systems Thinking and Tools for Sustainability (3 sem. cr.)

This course focuses on building the learner's capacity to see things systemically, so that understanding the concept and reality of a *system* and its dependence upon all its *parts* drives how decisions are made. Learners will use these systems thinking tools to model single, double, and multiple-loop feedback systems, both at micro and macro levels of analysis, and will develop skills in multiple scenario analysis. The practice of systems thinking lays the foundation for creating sustainable outcomes, once consideration is given to the impact of decisions and actions. Learning to plan for multiple scenarios creates highly agile responses in a very complex and always changing world and prevents the vulnerability imposed by rapid change with no ready response on the part of leaders and organizations.

MMSL 6530 Toward Sustainable Futures: Leadership in Complex, Crisis-Driven Environments (3 sem. cr.)

This course builds upon previous core content related to framing, prioritizing, assessing risk, and identifying variables associated with complex issues in dynamic environments. Learners develop skills and knowledge that will help them provide clarity in constraining, confusing, and complex situations, so that others are engaged and supportive of the direction being taken and ultimately follow.

MMSL 6540 Innovation and Technology (3 sem. cr.)

This course focuses on how leaders can make sure that they leverage technology in every possible way to achieve their goals in the complex global environment. Students explore the role of information and information technology in organizations and learn how to identify and analyze emerging technologies including and beyond the scope of information technology. The course also focuses on the importance of technology and innovation in today's complex environment. Students examine strategies to nurture innovation and cultivate technology development and use.

MMSL 6570 Leading Strategic Initiatives for Growth and New Value (3 sem. cr.)

This course focuses on the challenges and opportunities in leading organic growth and value innovation initiatives. Building on concepts ranging from skill-based strategy, organic growth, and value innovation, learners will examine the leadership challenges of developing new value and growth opportunities for organizations as they explore and exercise various analytic strategic thinking perspectives and tools that relate to the development and implementation of potentially successful and innovative organizational strategies.

MMSL 6600 Applications in Human Resource Management (4 sem. cr.)

This course focuses on the links between human resource management and the business/strategic issues important to organizations. Topics include human resource's strategic role and measured outcomes; employment law; recruitment and selection; workforce planning and talent management; performance appraisal and feedback; compensation, benefits, and total rewards; occupational health, safety, and security; employee and labor relations; and human resource information systems.

MMSL 6601 Advanced Human Resource Management (4 sem. cr.)

In this course, students adopt a strategic view of human resource management programs in evaluating their alignment with organizational strategic goals for two real-world problems. Students explore such concepts as issues involved with mergers and acquisitions, global management of human resources, and high-performance systems required to achieve competitive advantage. (*Prerequisite: MMSL 6600.*)

MMSL 6630 Applications in Technology (4 sem. cr.)

This course addresses important management challenges that are typical in today's technology-based businesses. The course emphasizes topics such as how to align business needs with technology solutions, how to identify new opportunities or applications for technology, and how to manage the related processes to ensure that technology solutions enhance an organization's competitive position. (*Prerequisite: MMSL 6540.*)

MMSL 6631 Advanced Technology (4 sem. cr.)

This course focuses on innovation and technology management and supporting processes. In addition, students examine how technology solutions are affected when the context is global in scope. (*Prerequisite: MMSL 6630.*)

MMSL 6640 Applications in Entrepreneurship (4 sem. cr.)

This course focuses on the emerging trend of business organizations moving from a profit-only mentality to one in which they utilize their profits and other resources to enhance society. Students explore entrepreneurial concepts and processes that apply to startup enterprises as well as those that are well-established with an innovative focus or entrepreneurial spirit. Topics such as market opportunity, risk management, change management, innovation, product development, financing and raising capital, intellectual property, and commercialization are covered. Students apply these and related concepts to problems common to real-world organizations.

MMSL 6641 Advanced Entrepreneurship (4 sem. cr.)

In this course, students continue to build their entrepreneurial skills and knowledge by addressing problems drawn from real-world organizations. Students analyze how the organization contributes to society (local, national, or international), how entrepreneurship and commercial activities affect the environment, and how the potential of forming "glocalities" (a combination of individuals, business organizations, and political agencies) becomes more significant in the future in terms of working in unison to better society. (*Prerequisite: MMSL 6640.*)

MMSL 6650 Applications in Project Management (4 sem. cr.)

This course introduces students to the art and science of project management as applied to different types of project situations. Topics such as project life-cycle management; project organizations and leadership; project team building; RFPs, proposals, and contracts; techniques for project scope definition, work definition, estimating, scheduling, risk management, control, and closeout; the PMO; project management methodology; and project selection/portfolio management are covered. Students explore these concepts in the context of real-world problems.

Note: *There is a special technology requirement for this course, requiring the use of Microsoft Project. The software will be provided in trial form, but there is not a Mac version available in this software. Students in this course are required to use Microsoft Windows XP or Server 2003 or later. Since Mac users may experience difficulty using the software, we recommend the following: (1) Mac users should be*

prepared to use a PC during this course, or (2) Mac users should purchase the appropriate software or hardware to be able to replicate the Windows environment on their Mac.)

MMSL 6651 Advanced Project Management (4 sem. cr.)

Increasingly, the “soft” skills of project management are recognized as the keys to improving its practice. This course explores best practices and research results on how best to practice project management in today’s organizations, in context of real-world problems. Students also examine how project management applies in a global context. (*Prerequisite: MMSL 6651.*)

MMSL 6660 Personal Leadership: Mentoring and Coaching (4 sem. cr.)

This course will help students understand and apply skills of effective mentoring such as active listening, learning, empowering, enabling change, and using feedback to create interactive dialogue and deeper understanding. Mentoring requires an understanding and integration of many leadership, interaction, and communication theories that support the development of effective leaders.

MMSL 6661 Leadership in Action: Change Management and Conflict Resolution (4 sem. cr.)

This course focuses on one of the more difficult and large-scale challenges to leaders—effecting successful change in the face of resistance and conflict. Students will explore various facets of leading organizational change, and will examine conflict resolution strategies aimed at both the personal and organizational level.

MMSL 6671: Global Perspectives with Study Abroad Seminar (4 sem. cr.)

This course builds on a 1- to 2-week seminar experience where students are immersed in the business environment and culture of another region. Students use their experience in conjunction with other resources to develop a robust understanding of doing business in a global environment.

MMBA 6672 Field Study (4 sem. cr.)

This course provides students the opportunity to develop an independent research project based on individual goals. Students propose a research project that aligns with Walden’s Master of Business Administration (M.B.A.) program and their own professional objectives, conduct the research under the guidance of a Walden instructor, and present their results to that instructor. (*Prerequisite: Prior academic approval is required.*)

MMSL 6680 Individual and Organizational Commitment to Social Responsibility (4 sem. cr.)

In this course, students explore multiple approaches to understanding and improving the systemic relationships and obligations that exist among individuals, organizations, and the larger set of connected communities. Special emphasis is placed on helping learners develop the ability to practice social responsibility as part of their daily work. This provides opportunities for leaders to take into account the role they can play in effecting change and growth without doing harm through unintended byproducts and outcomes.

MMSL 6681 Social/Environmental Entrepreneurship and Sustainable Development (4 sem. cr.)

In this course, students explore and evaluate opportunities to create value through the development of new organizations that respond in sustainable ways to the needs of both the micro-level community and the world at large. This course helps prepare the learner to build new organizations that solve problems within a systems context and to build into their approach to planning, operations, and decision-making a global awareness that begins within their local community and extends far beyond. New venture plan outlines are drafted that focus on social and environmental entrepreneurship issues.

MMSL 6900 Capstone in Leadership: The Social Impact Vision and Project (3 sem. cr.)

This integrative course examines the challenges of rebuilding a sense of community in the world, starting with the final crafting of each learner's personal vision profile and personal plan of action. The course is built on the fundamental idea that individual people can effect great change in organizations and communities of all sizes by changing themselves, and that individuals can be part of reversing declines of economies, communities, and families. The course integrates themes from the program, and learners develop a personal plan of action and an evidence-based, formally researched, service project proposal within their communities.

MRKT

MRKT 3001 Marketing (5 cr.)

Students examine basic marketing functions and the execution of successful marketing processes. They gain a fundamental understanding of marketing concepts, practices, terminology, associated technologies, and practical applications including customer relationship management (CRM). (*Prerequisite: BUSI 1001.*)

MRKT 4501 Marketing Management (5 cr.)

This course is designed to instruct students in creative decision-making for marketing mix, channels of distribution, and industrial and international marketing. Special emphasis is on the development, organization, implementation, and control of the marketing plan. (*Prerequisite: MRKT 3001.*)

MRKT 4502 International Marketing (5 cr.)

Students are introduced to the world of international marketing. Students explore cultural, legal, technological, and financial aspects of various countries. In addition, students learn to apply the tools of the marketing management process to the international environment. (*Prerequisite: MRKT 4501.*)

MRKT 4503 Case Study: Services Marketing (5 cr.)

Students evaluate the difference between product and service marketing, service marketing mix, total quality management, customer perceptions of services, and pricing of services. Students develop a comprehensive market plan in the context of real-world service challenges. (*Prerequisite: MRKT 4502.*)

MRKT 4511 Marketing Communications (5 cr.)

This course prepares the learner to effectively engage in the practice of developing targeted communications—written, spoken, broadcast, and printed—that specifically support the marketing initiatives and strategies of any planned effort. Learners will use the tools and skills of integrated messaging, image clarity and enhancement, media relations, positioning, and persuasion. Basic principles will serve to assess successful and failed marketing communications efforts, creating a portfolio of useable approaches. (*Prerequisite: MRKT 3001.*)

MRKT 4512 International Marketing Communications (5 cr.)

This course expands the scope of the marketing communications arena in international breadth and depth, addressing unique challenges while embracing the remarkable opportunity of international exchange. The challenges include culture, globally diverse markets, international regulation, and media differences.

Globally targeted projects help the learner acquire the necessary awareness and essential skills to function within such arenas. (*Prerequisite: MRKT 4511.*)

MRKT 4513 Media Planning and Purchasing (5 cr.)

In this course, learners will first become grounded in fundamental concepts of media planning such as gross rating points and effective reach. They then use modeling tools that allow them to see the effects of different media plans in putting into operation a media strategy as part of a larger plan, and ultimately, learn to develop an effective plan with appropriate reach and impact. (*Prerequisite: MRKT 4511.*)

NCSC

NCSC 3001 Theory of Computation (3 sem. cr.)

This course introduces students to the core logical and mathematical foundations of computer science. Different theoretical models of computation (automata) are introduced, along with their relationships with realistic practical computation. Specifically, this course introduces finite automata and their relationship with pattern matching and filters, pushdown automata and their relationship with grammars and parsing, and Turing machines and their relationship with algorithms in general. Turing machines are used to introduce the limitations of computing, specifically undecidability and NP-completeness of problems. The latter is shown of use in practical algorithm design situations. **Note:** *Previously listed as NCSC 3001 Formal Languages and Automata Theory (Foundations of Computation).*

NCSC 3011 Algorithms and Data Structures (3 sem. cr.)

This course examines fundamental data structures and algorithms, their implementation, and run-time analysis. Asymptotic notation is introduced and used in this course to derive and express the run-time performance of algorithms and of operations on data structures used to implement important abstract data types. The abstract data types and data structures explored in this course range from lists, stacks, and queues to binary heaps, binomial heaps, disjoint set forests, and graphs. The course not only teaches the facts of algorithms and data structures but also the art of applying them to solve problems. **Note:** *Previously listed as NCSC 3011 Data Structures and Algorithms.*

NCSC 3101 Introduction to Operating Systems (3 sem. cr.)

This course is concerned with the principles and concepts of contemporary operating systems with an emphasis on the programmer or user view of the operating system. Concepts relating to processes, threads, synchronization, advanced and asynchronous control, interprocess communication, memory management, I/O, file systems, and network communication are discussed. Students examine the issues that surround these concepts and focus their attention on the systems programming interface provided to the user for each concept. They use Unix as a model of a systems programming interface and complete several programming projects to gain hands-on experience with operating systems issues.

NCSC 6021 Analysis of Algorithms (3 sem. cr.)

This course is an introductory graduate course and advanced undergraduate course on the design and analysis of algorithms. Students learn algorithm design techniques such as divide-and-conquer, dynamic programming, and greedy algorithms for a variety of tasks such as sorting, searching, and graph problems. The course also covers lower bounds and computational models.

NCSC 6031 Introduction to Parallel Computing (3 sem. cr.)

The ever increasing computational and storage requirements of scientific, engineering, and commercial applications provide strong motivation for the use of parallel computing platforms. This course provides an overview of diverse parallel platforms and a detailed discussion of parallel programming APIs and core parallel algorithms. After an overview of physical organization, communication mechanisms, metrics, and principles of algorithm design, students learn about messaging APIs (MPI) and threads (POSIX and OpenMP), as well as parallel algorithms such as dense matrix algorithms, graph algorithms, sorting, discrete optimization, and dynamic programming.

NCSC 6101 Operating Systems Principles (3 sem. cr.)

This course is concerned with the principles and practice of modern operating systems. Students examine core operating system principles: kernel design, processes and threads, concurrency and synchronization, deadlock, resource management, memory management and virtual memory, I/O and file systems, distributed file systems, protection, and security. They also examine the design and implementation of different operating system features across a wide variety of systems, including UNIX-Linux, Solaris, Windows, and a teaching operating system called Nachos. They learn about the inner workings of the operating system as well as the exposed systems programming interface. Several programming projects are used to gain hands-on experience with real operating systems issues.

NCSC 6121 Programming Language Principles (3 sem. cr.)

This course covers the central principles of designing and implementing programming languages, including the four main paradigms of programming: imperative, object-oriented, functional, and logic. Programming language specification (syntax and semantics) is emphasized, and special attention is given to the functional paradigm because of its usefulness in specifying the semantics of imperative languages. Students implement portions of a programming language in a class project.

NCSC 6321 Internet Protocols (3 sem. cr.)

The Internet is one of the most important technical inventions of the last 50 years. In this course, students explore the TCP/IP family of protocols, including IP, UDP, TCP, routing, DNS, and ICMP. This course introduces several protocols: for each protocol, students discuss its function(s), messages, principles of operation, and design subtleties. Students also briefly review the application programming interface for distributed applications (i.e., sockets programming) and some factors in client/server design. Security is one of the design aspects repeatedly featured. Homework assignments include hands-on networking experiments. A project gives the opportunity to learn one protocol or property of the Internet in depth.

NCSC 6331 Computer Networks I (3 sem. cr.)

This course is an intensive study of the network architecture and its protocols. Topics include OSI and TCP/IP network architectures, analog and digital transmission, error correction and detection, data link protocols, multiplexing and switching, ADSL, HDSL, RADSL, SDSL, VDSL, cable networks, optical transmissions, Ethernet, fast Ethernet, Gbps Ethernet, wireless LANs, token bus, token ring, FDDI, DQDB, SMDS, ISDN and Broadband ISDN, X.25, Frame Relay, PPP, SONET/SDH, ATM, and various routing protocols.

NCSC 6333 Data Communication Networks (3 sem. cr.)

This course introduces students to the fundamentals of data communication networks, their architecture, principles of operations, and performance analyses. Students are expected to have a strong mathematical background and an understanding of probability theory.

NCSC 6401 Database Management Systems (3 sem. cr.)

This course helps students learn about relational database management systems, which are a core technology for the information age. Students discuss database concepts underlying the important application domains of informed decision-making and work-flow automation.

NCSC 6431 Distributed Database Systems (3 sem. cr.)

This course examines the fundamental issues in large distributed systems, which are motivated by the computer networking and distribution of processors, and control. Discussion topics include the theory, design, implementation, and performance of large systems, including concurrency, consistency, integrity, reliability, privacy, and security in distributed systems. Advanced features of the course include research related to mobile data management, streaming databases, and peer-to-peer systems.

NCSC 6461 Data Mining (3 sem. cr.)

Many companies that gather huge amounts of electronic data have begun applying data mining techniques to discover and extract pieces of information useful for making smart business decisions. Effective data mining, as opposed to data dredging, requires an understanding of concepts including exploratory data analysis, pattern recognition, machine learning, heterogeneous databases, parallel processing, and data visualization, as well as knowledge of the problem domain. This course focuses on basic techniques for data mining, including methods useful for analyzing information from the World Wide Web. While techniques for database representation/modeling, clustering, classification, finding associations and sequence processing are studied, emphasis is placed on the issues of algorithm scalability, performance, interpretability, and the ability to deal with garbage data.

NCSC 6831 Distributed Computing Systems (3 sem. cr.)

This course examines the core concepts of distributed computing systems and cutting-edge examples of real systems that apply those concepts. Students survey “building block” topics in network communication, RPC, naming, fault tolerance, scheduling, consistency, and distributed file systems. They investigate systems and applications that are putting the concepts into practice in the areas of Internet services, Web services, grids, and peer-to-peer systems. The course consists of textbook and Internet readings, research papers, and several distributed programming projects.

NCSC 6993 Independent Study (1–3 sem. cr.)

Students complete an independent study on a computer science topic with course objectives determined in consultation with a supervising instructor.

NCSC 6994 Directed Research (1–3 sem. cr.)

Students research an area of computer science under the supervision of an instructor. The research problem is determined in consultation with the supervising instructor.

NCSC 8011 Advanced Data Structures (3 sem. cr.)

This course develops efficient data structures used to obtain more efficient solutions to classical problems, such as those based on graph theoretical models, as well as problems that arise in application areas of contemporary interest.

NCSC 8997 Thesis (3 sem. cr.)

Students may conduct thesis research to complete the M.S. in Computer Science program, in lieu of general elective courses. Students may register for this course for a maximum of two semesters, for a total of 6 semester credits.

NEEC

NEEC 6501 Random Processes for Engineering Applications (3 sem. cr.)

Communication systems and computer networks are designed to provide high performance consistently and reliably in the presence of noisy communication channels; equipment faults; a wide range of media applications that combine voice, images and video; and high variability in user demand. Probability models provide the mathematical framework for characterizing random variability and form the basis for tools to design systems that perform predictably in the face of random inputs and environments. Students review the notion of a random variable and its characterization using a probability distribution function and associated moments. They focus on characterizing the joint behavior of multiple random variables to understand their interdependence and to enable prediction of likely outcomes. The joint distribution function as well as the correlation and the covariance functions are essential tools in achieving these objectives. The notion of a random process, consisting of a sequence and even a continuum of random variables, is introduced, and the probability tools are extended to capture joint behavior. Random processes are shown to describe signals and dynamic behavior encountered in engineering systems. The utility of probability models is demonstrated through applications in communication systems, reliability, digital signal processing, and communications networks.

NEEC 6521 Communications Systems I (3 sem. cr.)

Communication systems are at the heart of today's information-driven economy and support our modern-day lifestyles and even our very existence. From the familiar telephone that was invented over a century ago to modern-day cell phones, wireless networks, and the Internet, as well as radio, television, cable, and satellite systems, we rely on electrical communication systems in almost all aspects of our lives. This course focuses on the technologies underlying these systems, which constitute the field of digital communications. Topics include digital transmission and reception, signal space representations, spectral analysis of digitally modulated waveforms, channel equalization, introductory concepts of information theory, and error correction coding.

NEEC 6525 Wireless Networks (3 sem. cr.)

This course describes wireless networking protocols, architectures, and technologies. It covers all protocol layers, with an emphasis on medium access control and network layer topics. Students examine concepts and specific standards for wireless personal area networks, including Bluetooth and IEEE 802.15; wireless local area networks, including the IEEE 802.11 family of standards; and wireless metropolitan area networks, including cellular systems and IEEE 802.16. They also learn about concepts and specific methods that enable mobile networking, including Mobile IP, and mobile ad-hoc network (MANET) routing protocols. The course also introduces students to emerging systems that utilize wireless networking, such as sensor networks and pervasive computing.

NEEC 6551 Digital Signal Processing I (3 sem. cr.)

This course introduces students to the concepts, techniques, and applications of digital signal processing (DSP) via the context of a real-time DSP system for the filtering of analog signals. The central relationship of a digital filter's frequency response to the frequency response of an equivalent analog filter is established using time and frequency domain models for analog-to-digital and digital-to-analog conversion. A discussion of oversampling as a means of shifting the workload in a real-time DSP system from analog to digital filtering is used to introduce detailed time and frequency domain models of downsampling and upsampling. Techniques for the design of a digital filter's frequency response are presented in view of the various trade-offs (e.g., linear phase, arithmetic complexity, coefficient quantization, arithmetic quantization) between practically realizable implementations of infinite impulse

response and finite impulse response filters. The Discrete Fourier Transform (DFT) and Fast Fourier Transform algorithms are introduced as a practical means of frequency analysis, particularly in the context of examining a digital filter's frequency response during the design process. The relationship of the DFT to the multidimensional DFT, the Discrete Cosine Transform, the Time-Dependent Fourier Transform, and the Complex Cepstrum are also discussed.

NEEC 6552 Digital Signal Processing II (3 sem. cr.)

In this course, advanced perspectives on fundamental digital signal processing (DSP) topics are formulated, studied, and utilized for the conceptual analysis of specialized DSP techniques in selected areas. The Discrete-Time Fourier Transform and the Discrete Fourier Transform (DFT) are examined from the perspective of Discrete Hilbert Transform relations. The Fast Fourier Transform is studied from the perspective of alternative computational structures with differing properties. Digital upsampling and digital downsampling are viewed from the perspective of efficient multirate systems for fractional decimation. Filter banks are generalized beyond the traditional uniform DFT filter bank. Specialized topics addressed include quadratic time-frequency distributions, wavelets and wavelet transforms, two-dimensional infinite impulse response filters, different formulations of the Discrete Cosine Transform, the periodogram and the averaged periodogram for spectral analysis, parametric signal modeling using the autocorrelation method, and computational alternatives for the Complex Cepstrum.

NEEC 6557 VLSI Signal Processing (3 sem. cr.)

This course aims to convey knowledge of advanced concepts in VLSI signal processing. Emphasis is on the architectural exploration, design, and optimization of signal processing systems for communications, with focus on the exciting and exploding field of systems for wireless communications. The basic principles are applied to architectural exploration and implementation of complete wireless systems, including all aspects of the design problems such as analog digital trade-offs, synchronization, modulation, equalization, and error correction. This is a directed study course.

NEEC 6993 Independent Study (1–3 sem. cr.)

Students complete an independent study on an electrical engineering topic with course objectives determined in consultation with a supervising instructor.

NEEC 6994 Directed Research (1–3 sem. cr.)

Students research an area of electrical engineering under the supervision of an instructor. The research problem is determined in consultation with the supervising instructor.

NEEC 8997 Thesis (3 sem. cr.)

Students may conduct thesis research to complete the M.S. in Electrical Engineering program, in lieu of general elective courses. Students may register for this course for a maximum of two semesters, for a total of 6 semester credits.

NEEI

NEEI 3321 Analog and Digital Electronics (3 sem. cr.)

This course provides students with a comprehensive understanding of the basic techniques of electronic circuit analysis, including both analog and digital electronics. Students develop models of transistors and then use the models to analyze single and multiple transistor circuits. Digital electronic topics include

determining the logic voltage levels, speed, and power of Bipolar Junction Transistor (BJT) and Field Effect Transistor (FET) logic circuits and latching circuits. Students also analyze BJT and FET ROM and RAM cells. Analog topics include input resistance, output resistance, and voltage and current gain of single transistor amplifiers. Students discuss cascading and coupling of multiple transistors producing differential circuits, constant current sources, and high gain amplifiers. The course concludes with a discussion of feedback and the stability of feedback amplifiers.

NEEI 6301 Integrated Circuit Devices (3 sem. cr.)

This course covers the essentials of semiconductor physics, including band diagrams, electrons and holes, and carrier drift and diffusion. Students apply these concepts to numerous semiconductor devices beginning with pn junction diodes and metal-semiconductor junctions. The course provides in depth discussion of MOS and bipolar devices in terms of current-voltage and capacitance-voltage behavior, as well as an overview of sub-micron scaling issues for these devices. The course also discusses optoelectronic devices both as sources and detectors, memory devices. For all devices, recent research is considered along with the fundamental device properties. In addition, some process integration, reliability, and testing issues for Si integrated circuits are discussed.

NEEI 6302 Solid-State Devices (4 sem. cr.)

This course helps students build a strong theoretical foundation as well as an intuitive understanding of the most important behaviors of MOSFETs. Topics are chosen to highlight the limitations and promises of aggressively scaled MOSFETs; many examples are taken from the critical issues facing the semiconductor industry. Content of the course emphasizes the physical principles and operational characteristics of semiconductor devices and modeling for circuit design, high-field, and hot carrier effects. There is advanced discussion of Field Effect Transistors with an emphasis on the behavior dictated by present and probable future technologies. The course is suitable for junior as well as experienced engineers. This is a directed study course.

NEEI 6311 Semiconductor Device Modeling (3 sem. cr.)

This course offers an introduction to numerical modeling of semiconductor devices. Today, computer-aided design has become an affordable and, in fact, necessary tool for designing contemporary semiconductor devices. With emphasis on numerical methods, this course provides basic concepts and design tools for analyzing discrete two-dimensional devices such as Schottky diodes, MESFETs, MOSFETs, BJTs, and HBTs.

NEEI 6321 Analysis of Electronic Circuits (3 sem. cr.)

In the past, analog and mixed-signal electronic circuits have been designed and built with discrete components. As demands for small, low-power battery-operated devices like mobile phones increase, however, the trend is to design these circuits so that they are integrated into a microchip. Whether electronic circuits are built with discrete components or an integrated form, one must learn how to successfully design them to meet certain prescribed design specifications. A central part of the design flow process is the ability to perform analysis of a given circuit and gain the necessary insights into its operation. This course focuses on the analysis of analog and mixed-signal electronic circuits, both discrete and integrated. Students analyze basic amplifier circuits like Op-Amps, single stage bipolar, and MOS amplifiers, followed by basic analog and mixed-signal integrated circuits such as differential pairs, comparators, sample and hold circuits, switched capacitor circuits, and data converters.

NEEI 6331 Linear Integrated Circuits (4 sem. cr.)

This course covers the fundamentals of the analysis and design of analog integrated circuits. It begins by reviewing transistor device models, progresses to single and two-stage amplifiers, and moves on to multi-

stage amplifiers. A variety of techniques for implementing current sources and temperature- and supply-independent bias sources are covered, as well as the trade-offs between them. The class then focuses on feedback theory and application, and frequency response of linear analog circuits and the design of operational amplifiers. MOS is the primary focus; there is also some discussion of bipolar. By the end of this course, students should have a firm grasp of fundamental analysis and design techniques required for the proper design and implementation of analog integrated circuits. This is a directed study course.

NEEI 6332 Advanced Analog Integrated Circuits (3 sem. cr.)

While basic theory is reviewed in this course, emphasis is placed on the practical design issues that face today's analog design engineers. The text forms the nucleus of the course content, with additional material drawn primarily from journal papers, to demonstrate advanced and innovative design techniques. This is a directed study course.

NEEI 6341 Introduction to Digital Integrated Circuits (4 sem. cr.)

This course highlights the challenges and opportunities of digital integrated circuit design in today's rapidly evolving technology scene. It covers CMOS devices and manufacturing technology along with CMOS inverters and gates. Other topics include propagation delay, noise margins, power dissipation, and sequential circuits. Students look at various design styles and architectures as well as the issues that designers must face, such as technology scaling and the impact of interconnect. Examples presented include arithmetic circuits, semiconductor memories, and other novel circuits. The course starts with a detailed description and analysis of the core digital design block, the inverter. Implementations in CMOS are discussed. Next, students discuss the design of more complex combinational gates, such as NAND, NOR, and EXORs, looking at optimizing the robustness, speed, area, and/or power. Students apply the techniques they learn on more evolved designs, such as adders and multipliers. The influence of interconnect parasitics on circuit performance and approaches to cope with them are treated in detail. Substantial attention is devoted to sequential circuits, clocking approaches, and memories. The course concludes with an examination of design methodologies. CAD tools for layout, extraction, and simulation are used for assignments, labs, and projects. This is a directed study course.

NEEI 6342 Advanced Digital Integrated Circuits (3 sem. cr.)

The advent of deep sub-micron technologies poses a number of profound challenges to the designer of advanced digital integrated circuits such as microprocessors, wireless communications, multimedia processors, and ASICs. This course identifies the compelling issues facing the designer of the next decade and presents both analysis and solution techniques. Topics include the perspective and impact of technology scaling, high-performance and low-power design, timing and synchronization techniques, signal integrity, interconnect, reconfigurable logic, and memory design. Extra focus is given to the following topics: low power and low voltage, process variations and robustness, and memory design in the nanoscale era. This is a directed study course.

NEEI 6361 Integrated Circuits for Communications (4 sem. cr.)

This course covers analog circuits for communications, with primary emphasis on nonlinear analog integrated circuits. The course begins by reviewing transistor devices and the distortion caused by them. More general distortion analysis techniques are developed, and the various types of distortion are analyzed. The latter portion of the course is an in-depth analysis of nonlinear circuits with applications in the communications domain, and the design thereof, including various oscillators, mixers, multipliers, phase-locked loops, detectors, and rectifiers. At the end of the course, students should have a good understanding of basic distortion analysis techniques and should demonstrate good fundamentals in the analysis and implementation of nonlinear analog circuits for communications applications. This is a directed study course.

NEEI 6362 Advanced Integrated Circuits for Communications (3 sem. cr.)

This course covers analog integrated circuits for communications applications with a particular emphasis on nonlinear circuits. Basic theory is reviewed briefly; the bulk of the course is spent evaluating and designing circuits, covering a broad spectrum—from desirable nonlinear functions to ultra-linear design to oscillators. A substantial portion of the course is spent developing theory for distortion. The material covered is predominantly lecture material. This is a directed study course.

NEEI 6401 Introduction to Semiconductors (3 sem. cr.)

This course covers basic solid-state physics concepts including classical electromagnetics, principles of quantum physics, atomic structure, crystal structure, and material band structure. These concepts are applied directly to semiconductor devices including pn-junctions, MOSFETs, and Bipolar Junction Transistors. The course focuses on understanding the physics concepts and how to apply them. Students are asked to develop many of the application ideas through guided homework.

NEEM

NEEM 6431 Microelectronics Processing I (3 sem. cr.)

This course is an introduction to the bipolar and MOSFET semiconductor process. Students learn about the theory and practice of the major unit processes used in modern silicon device processing; for example, oxidation; diffusion; ion implantation; Deep-UV, phase-shift, UV, electron, and X-ray lithography; metal and oxide deposition; aqueous, plasma, and reactive ion etching; chemical mechanical polishing; and wet-cleaning for front-end- and back-end-of-the-line. Students explore issues relating to performance integration, the effects of subsequent and prior process steps on a fabrication sequence, and limiting process steps in producing devices for the Gigabit era.

NEEM 6441 Introduction to MEMS Design (3 sem. cr.)

This course provides a summary of integrated circuit fabrication technologies leading into an overview of the technologies available to shape electromechanical elements on a submillimeter scale. The physics of MEMS devices are covered at a level necessary to design and analyze new devices and systems. Several commercially available MEMS processes are discussed in detail, and students design final projects in these processes.

NEEP

NEEP 2221 Introduction to Digital Systems (3 sem. cr.)

Digital technology is ubiquitous: microprocessors, commercial audio and video systems, wireless communication systems, high-definition televisions, industrial control systems, domestic appliances, consumer electronic products, and myriad other real-world systems primarily employ digital design methodologies to process information very rapidly and with high fidelity. The main objective of this introductory course is to provide students with in-depth knowledge and comprehensive understanding of the design and implementation methodologies of digital systems. The course covers a wide range of topics including foundation of digital systems (Boolean algebra); logic minimization and optimization using both manual (Karnaugh maps) and automated (Quine-McCluskey algorithm) methods; system implementation using programmable logic devices like FPGA, ROM, and PLA; microelectronics

implementation technologies such as CMOS and TTL; hardware description language like Verilog; design of clocked synchronous and clockless asynchronous systems; design of computer memory systems; microprocessor architecture; and design of real-world systems like traffic light controllers, railway crossing controllers, and vending machines.

NEEP 6111 Computer Architecture (4 sem. cr.)

This course encourages direct empirical measurement of interesting systems, as well as analytical evaluation and simulation in the design and evaluation of instruction sets. It focuses on the techniques of quantitative analysis and evaluation of modern computing systems, such as the selection of appropriate benchmarks to reveal and compare the performance of alternative design choices in system design. The emphasis is on the major component subsystems of high-performance computers: pipelining, instruction level parallelism, memory hierarchies, input/output, and network-oriented interconnections. Students undertake a major computing system analysis and design project of their own choosing. This is a directed study course.

NEEP 6221 Digital ASIC Design (3 sem. cr.)

This course covers modern digital design practices based on Hardware Description Languages Verilog (VHDL) and CAD tools, particularly logic synthesis. It emphasizes design practice and the underlying algorithms. Students are introduced to deep submicron design issues, particularly interconnect and low power, and to modern applications, including multimedia, wireless, telecommunications, and computing.

NEEP 6993 Independent Study (1–3 sem. cr.)

Students complete an independent study on a computer engineering topic with course objectives determined in consultation with a supervising instructor.

NEEP 6994 Directed Research (1–3 sem. cr.)

Students research an area of computer engineering under the supervision of an instructor. The research problem is determined in consultation with the supervising instructor.

NEEP 8997 Thesis (3 sem. cr.)

Students may conduct thesis research to complete the M.S. in Computer Engineering, in lieu of general elective courses. Students may register for this course for a maximum of two semesters, for a total of 6 semester credits.

NMBA

NMBA 6120 Organizational Behavior: Working Within the Equations of State (3 sem. cr.)

Technologists, scientists, and engineers learn that in nature, there are rules and formulas that describe the “big picture”—or “rules of thumb” articulating the interconnection between various measurable properties of a system. These formulas are known as Equations of State. This course focuses on another kind of interconnected system—the corporate organization. It delivers the rules and formulas that describe this system in terms and concepts that can be utilized to manage organizational behavior, development, and change. The course covers the theory and practice of making organizations more effective by changing individual attitudes and behaviors, group relationships, and organizational cultures. Students gain an understanding of organizations—how they work and the people in them. Theory and models of

organizational behavior; individual, interpersonal, and group dynamics; influence and motivation; communication; change and change management; and organization climate are presented.

NMBA 6130 Leadership and Teamwork: Accomplishing Momentum Transfer Using Power, Influence, and Collaboration (3 sem. cr.)

With the advent of true globalization, the increasing prevalence of technology, the continued blurring of organizational boundaries, and the rapidly accelerating rate of change, leaders in the 21st century need to consider new frameworks and perspectives to be effective. Both engineers and scientists are familiar with the transfer of momentum from one body to another. Similarly, significant factors in business success revolve around techniques used by leaders to take organizations that are (a) “at rest” and move them into action, and (b) “in motion” and significantly change their direction and outcome. Proper understanding and utilization of power, influence, and collaboration by leaders, whether formally designated or not, can critically alter the success of an organization. This course provides an overview of leadership and teamwork with an emphasis on how leaders and teams manage change in a dynamic technology and business environment. The course is structured into four broad modules: Level-Three Leadership, Creating and Sustaining Collaboration, Leading in the New Workplace, and Leading Change. In each module, students consider various frameworks and perspectives, and apply them to case studies and other examples. By engaging with the class and its online learning community, students gain critical expertise in navigating this new leadership landscape.

NMBA 6140 Strategy and Negotiation: Solving the Boundary Value Problem (3 sem. cr.)

Functions over a given domain normally behave in a predictable fashion; however, upon approaching a border or an obstacle, prediction of behavior becomes much less certain. Figuring out what will happen at such boundaries often requires solving complicated differential or partial differential equations. Likewise, businesses and their functional groups generally behave in predictable fashion when their environment is stable, but when they are forced to operate beyond their comfortable boundaries, forecasting their outcomes becomes a risky business. Businesses can minimize the risks of unexpected outcomes through the use of successful formulas for strategic thinking, decision-making, and negotiation. This course is designed to provide engineers and technical professionals with an understanding of the theories, concepts, and assumptions of strategy, decision-making, and negotiation. Students are introduced to the fundamentals of strategy at the corporate level to provide a context for strategic thinking at various levels within the enterprise, enabling technical managers to gain insight into how their roles improve an organization’s capabilities for value creation and distribution. They explore the strategic thinking and decision-making that support the execution of corporate strategy. The second part of the course focuses on negotiation theories and implementation strategies, causes of conflict, and conflict-management techniques. These skills are examined in the context of achieving goals and strategy.

NMBA 6150 Technology and Operations: Moore’s Law and Other Business Accelerators (3 sem. cr.)

One of the drivers for competition is technology. To take advantage of technology’s rapid changes, a corporation must continually assess and modify its business model. Remaining competitive requires risk-taking decision-making as well as flexibility and the willingness to embrace change. A corporation can react to change, manage change, or lead change. This course covers the theory and practice of preparing for technological advances and for routinely folding anticipation of change into corporate strategy. Students learn how technological innovation evolves, how to protect it, and how to align it with the organization’s strategic direction. Students examine the tools that are available to help evaluate innovations and to evaluate collaborative opportunities. They explore the process of managing new products, including the timing of their introduction. Students also study the tools required to manage the various new product teams, including communication and networking across business units.

NMBA 6160 Marketing: Maximizing the Organizational I/O Bus (3 sem. cr.)

Managers everywhere are regularly challenged with a variety of tough business decisions, often in the face of incomplete information and rapidly changing markets. A significant number of these decisions deal with marketing issues in one form or another. For example, managers are faced daily with questions such as “How do we continue to grow profitably in a rapidly changing environment?” and “How will we respond if our customers shift to a competitor’s product or service?” Like other business disciplines, marketing seeks to answer this question: “How do we most effectively manage resources to achieve our organizational goals?” This course provides an overview of marketing concepts, with an emphasis on technical industrial products. It is designed for technical professionals who require a basic understanding of marketing and its relationship to the successful management of engineering organizations. It covers primary marketing strategies, including choosing a market segment to target and deciding how to differentiate products/services from the competition. Students also explore supporting strategies, often called the marketing mix, which involve designing products and deciding how to price, distribute, and promote them in a way that is consistent with the selected target and positioning.

NMBA 6170 Accounting and Finance: Measurement and Flow Control for the Economic Engine (3 sem. cr.)

This course is designed to give technical professionals an understanding of basic techniques and concepts of financial management and accounting. The course targets three broad subject areas: managerial accounting and control, financial accounting and reporting, and corporate finance. Students explore how managerial accounting can create value in a dynamic business environment by providing information for decision-making and planning, controlling operational activities, and measuring the performance of activities, subunits, and managers within the organization. Students also examine the tools necessary to understand and analyze information in corporate financial statements, with emphasis on using the information in corporate management, security analysis, and consulting. This section incorporates many of the generally accepted accounting principles that provide a background for the accounting and auditing functions of a business. Students analyze each of the basic financial statements—the balance sheet, income statement, and statement of cash flow—in terms of external users of financial information. The corporate finance portion of the course is centered around the financial behavior of corporations and capital markets. Significant emphasis is placed on the notion of value creation and the importance of judgment in financial decisions. The basic concepts of cost of capital, capital budgeting, and pro forma statements are covered along with such advanced topics as assessing merger and acquisition targets and financing investments.

NMBA 6313 Supply Chain Management (3 sem. cr.)

Achieving a strategic advantage requires effective design and integration of multiple players and activities throughout the supply chain. In this course, students gain an understanding of the definition and scope of supply chain management and an appreciation of the potential for businesses to improve bottom-line performance through an integrated, strategic approach to the management of their supply chains. The course is designed to provide students with a basic understanding of the roles of the various entities in managing the supply chain, the interrelatedness of critical activities, and a strategic view of the importance of supply chain management. The LINKS Supply Chain Management Simulation provides students with hands-on experience with the cross-functional impact of supply chain decision-making: analyzing complex data; evaluating the costs and benefits of cross-functional trade-offs; making critical supply chain decisions; evaluating the consequences of those decisions; and working to continuously improve based on experience.

NMGT

NMGT 6310 Introduction to Engineering Management (3 sem. cr.)

This course provides an overview of the techniques of applying management principles to professional positions held by engineers and engineering technologists. The management functions of planning, organizing, leading, and controlling are discussed with their role in managing technology.

NMGT 6380 Engineering Management Capstone Project (3 sem. cr.)

The capstone project is an individual study of an engineering management problem selected by the student and approved by the instructor. It includes a detailed written proposal, regular progress reports, and a final written report.

NMGT 6760 Introduction to Project Management (3 sem. cr.)

This course introduces students to the art and science of project management as applied to a variety of large and small project situations, in commercial, public, and private sectors. Topics include project life-cycle management; project organizations and leadership; project team building; RFPs, proposals, and contracts; techniques for project scope definition, work definition, estimating, scheduling, risk management, control, and close-out; the PMO; project management methodology; and project selection/portfolio management.

NMGT 6761 Advanced Project Management (3 sem. cr.)

Increasingly, the “soft” skills of project management are recognized as the keys to improving its practice. This course explores best practices and research results on how best to practice project management in today’s organizations, in the context of real-world problems. (*Prerequisite: NMGT 6760.*)

NMGT 8510 Operations Research Models (3 sem. cr.)

This survey course is designed to introduce students to both deterministic and stochastic models used to help managers make more informed decisions. It provides the foundations for more intensive study in such fields as industrial engineering, transportation, computer science, and business. The scope is broad, and because the material is introductory in nature, it is suitable for graduate students with varied technical backgrounds.

NMGT 8735 Marketing of Advanced Technologies (3 sem. cr.)

The technology-based company presents a unique set of challenges for the marketing function, particularly the management of high levels of risk and uncertainty about both the technology itself and the markets it does or could address. Almost every aspect of the traditional marketing mix must be considered and adjusted to account for the risk and uncertainty accompanying products, services, and technologies at the earliest stages of the technology life cycle. This course considers each of these stages in the marketing process, bringing to bear insights from a variety of technology management-related fields, and introduces the theories, tools, and specialized techniques used in the marketing of technology. Two themes permeate the course. The first is that the extreme uncertainties surrounding such marketing issues as segmentation, demand forecasting, product design decisions, pricing, and positioning can be mitigated through a process of understanding the prospective user’s business environment, determining precisely how the product will add value to the business, and developing a value proposition targeted to that customer group. The second theme is that traditional market analysis techniques (e.g., surveys, focus groups) are not sufficiently effective at reducing market uncertainty to an acceptable level when the potential market has yet to be

established. This qualitatively different level of uncertainty can be more effectively addressed through proactive involvement of the user at every stage of product conceptualization and development, using prototypes and product “probes,” working with early adopters, and building in extensive user feedback loops.

NMGT 8750 Total Quality Management and Improvement (3 sem. cr.)

Total Quality Management (TQM) is the art and science of managing the whole of an organization to achieve excellence. TQM is defined as both a philosophy and a set of guiding principles that provide a foundation for continuous improvement in an organization. This course covers the theory and application of TQM and quality control topics that are applicable in industrial and general business systems. Methods for product and process quality improvement are covered. Specifically, the course covers four areas: principles and philosophies (e.g., leadership concepts, employee empowerment and teamwork, continuous process improvement, costs and performance measures, 5S, TPM); product/service development (e.g., benchmarking, quality function deployment, FMEA, DOE, Taguchi); manufacturing products and providing services (e.g., control charts, process capability, Six Sigma); and inspection of raw materials and outgoing product (e.g., supplier partnership, ISO 9000).

NMTH

NMTH 6201 Ordinary Differential Equations (3 sem. cr.)

This course is a study of the applications, methods of solution, and basic theory of ordinary differential equations (ODE). Topics include classification of differential equations (e.g., order, linearity); solution of linear, exact, separable, and homogenous first-order ODE; numerical methods for solving ODE; solution of second-order and higher-order linear ODE with constant coefficients; series solutions of linear ODE with variable coefficients; Laplace transform methods; solution of systems of linear ODE; and qualitative analysis of nonlinear ODE.

NMTH 6701 Probability and Statistics for Scientists and Engineers (3 sem. cr.)

The use of probability models and statistical methods for analyzing data has become common practice in virtually all scientific disciplines. This course provides a comprehensive introduction to those models and methods most likely to be encountered and used by students in their careers in engineering and the natural sciences. Topics include basic concepts and rules of probability; random variables; probability distributions; expectation and variance; sampling and sampling distributions; statistical inference estimation; tests of hypothesis, correlation, and regression; and analysis of variance.

NPMG

NPMG 6115 Foundations for Graduate Study (1 cr.)

This course introduces students to Walden University and to the requirements for successful participation in an online curriculum. It provides a foundation for academic and professional success as a scholar-practitioner and as a social change agent. Topics include the relation of mission and vision to professional goals; development of the Program of Study and Professional Development Plan; strategies for online success; introduction to the online library; and introduction to critical thinking, professional writing, and

academic integrity. Course assignments focus on practical application of writing and critical-thinking skills and promote professional and academic excellence.

NPMG 6200 Introduction to the Nonprofit Sector (5 cr.)

Nonprofit organizations serve as the foundation for many social change efforts. This course explores the history, foundations, and types of nonprofit organizations, as well as the diverse political, social, and economic contexts within which they exist. Students examine and apply marketing, public relations, and communication concepts and strategies to case studies and contemporary situations. Ethical, legal, and global lenses are applied to the study of the nonprofit sector. Students develop a concept paper guiding the development of a nonprofit organization.

NPMG 6285 Policy Analysis (4 cr.)

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

NPMG 6405 Ethics and Social Justice (5 cr.)

Ethics is a foundational element of leadership. Leaders face increasingly complex social and political challenges as they seek to meet the needs of diverse constituents. This course explores ethics and social justice related to economic disparity, power, and privilege. Students use demographic data, current social trends, and themes to understand, analyze, and address ethical and social justice issues that impact service delivery in a global community.

NPMG 6420 Organizational Management and Leadership (5 cr.)

Public and nonprofit leaders require a deep understanding of their roles as leaders and managers of diverse and complex organizations. This course examines from theoretical and applied perspectives the distinction between leadership and management, organizational culture, change management, systems theories, and organizational development. Students apply principles to public and nonprofit organizational settings.

NPMG 6431 Finance and Budgeting for the Nonprofit Sector (5 cr.)

Sound financial practices are crucial to managing scarce funds in the nonprofit sector. This course examines finance and budgeting concepts, policies, and practices related to organizations as well as the fiscal climate within which they operate. Students gain an understanding of theories underlying fiscal policy; they read and analyze budgets, financial statements, and financial reports. Other topics include the use of auditing practices; financial relationships with government, donors, and other sources of revenue; financial management, budgetary reform, and financial technology systems. Students apply what they learn to developing budget and financial projects relevant to nonprofit organizations.

NPMG 6435 Human Resource Management: Building a Capable Workforce (5 cr.)

The acquisition, development, and retention of talent are critical elements in the success of any organization. This course examines theories, approaches, and systems related to the acquisition, management, development, and retention of people in government and nonprofit organizations. Through the use of case studies, students explore topics that include legal and ethical considerations, diversity, performance management, the establishment and implementation of policy, technology, and conflict

management. Students apply the principles learned in this course to situations encountered in public, private, and nonprofit organizations.

NPMG 6451 Board Governance and Volunteer Management (5 cr.)

Volunteers are the lifeblood of many nonprofit organizations. These organizations rely heavily on their volunteer Board of Directors to govern and guide them toward their mission. The success of nonprofit organizations is largely dependent on the effective management of program volunteers and board members. This course explores the volunteer management process (volunteer recruitment, orientation, training, supervision and evaluation) with an emphasis on creating and maintaining an effective Board of Directors. Students design a board development or volunteer management plan based on the concept paper they developed in NPMG 6200 Introduction to the Nonprofit Sector.

NPMG 6461 Resource Development (5 cr.)

All nonprofit organizations require financial resources. Obtaining philanthropic financial support is essential to program delivery and stability. Students explore the concepts of philanthropy and development, identification of funding sources, donor/prospect cultivation and education, and solicitation and appreciation strategies. An emphasis is placed on creating an organizational philanthropic culture based on ethics and donor relationships. Students create a resource development plan for the organization they designed in NPMG 6200 Introduction to the Nonprofit Sector.

NPMG 6465 Strategic Planning: Collaboration, Cooperation, and Coordination (5 cr.)

In an increasingly complex world, leaders and managers in public, private, and nonprofit organizations need to be strategic in planning and creating effective, collaborative programs and services. This course explores the role and process of strategic planning with an emphasis on collaboration, cooperation, and coordination within and among organizations. Students apply these concepts to real-life situations and organizations.

NPMG 6480 Applied Research and Evaluation Methods (5 cr.)

Organizational credibility, community trust, and fundraising are increasingly dependent upon demonstration of program effectiveness and success. This course introduces research and evaluation methods in the public, private, and nonprofit sectors. Students examine the strengths, limitations, and threats to validity; models, quantitative metrics, and tools used to evaluate programs and policies; and legal and ethical issues associated with research and evaluation methods. Students are asked to critically evaluate sample research, using these parameters.

NPMG 6910 M.S. in Nonprofit Management and Leadership Capstone (5 cr.)

This course provides students with an opportunity to integrate their learning from all other courses in the program into a capstone project: a research paper or an applied project with a written paper. The capstone project may focus on governance, policy, or leadership and management in the public or nonprofit sectors, or students may take a cross-sector comparative perspective.

NSEI

NSEI 3380 Introduction to Client-Side Web Programming

The course is an introduction to computer logic and programming for client-side Web pages. Students learn fundamental concepts and practices, algorithmic thinking, and Web programming through hands-on practice. This course also overviews many general technical aspects of the computing disciplines.

NSEI 3381 Object-Oriented Programming for ISM (3 sem. cr.)

Students learn the fundamental concepts and practices of programming in an object-oriented language through substantial hands-on practice. Topics include fundamental models of hardware and software; representation of information and procedures; basic processes of software design and construction; object class design, selection, and use; use of documentation, software libraries, and system frameworks; and use of software development tool chains.

NSEI 6111 Software Frameworks (3 sem. cr.)

This course introduces some of the implementation options available for information systems, focusing on composition and reuse rather than construction from scratch. Students apply widely used components to build up-to-date Web applications. Topics include common software system frameworks, components and tool sets, open-source and proprietary software ecologies, and staying current with communities of practice. (*Prerequisite: NSEI 3381 or equivalent.*)

NSEI 6112 System and Service Architecture (3 sem. cr.)

This course focuses on the “back end” of information system and service design: mapping the desired functions onto systems structures that possess desirable properties. Topics include system architecture processes and idioms; mapping architectures onto implementations; and designing for reliability, security, modularity, and scalability. (*Prerequisite: NSEI 6301.*)

NSEI 6301 Information System and Service Analysis and Design (3 sem. cr.)

This course focuses on the “front end” of information system and service design: understanding user and customer behaviors and requirements and designing the functions and interfaces to support them. Topics include requirements analysis, contextual design and user modeling, iterative design, and human-computer interaction. (*Prerequisites: NSEI 6111 and NSEI 6712.*)

NSEI 6511 Information Systems Project Management (3 sem. cr.)

Students develop the skills needed to plan, lead, and manage an information systems project. Topics include estimating, budgeting, and scheduling; risk management; team leadership; engineering process management; and open-source processes. (*Prerequisite: NSEI 6112.*)

NSEI 6521 Global Information Systems Development (3 sem. cr.)

Students learn how to organize development projects in the global service marketplace, based on key considerations and best practices in outsourced and offshore development. Topics include legal, economic, cultural, and intellectual property issues; 24-hour development; strategic division of labor; case studies of specific geographies; and quality and process standards.

NSEI 6561 Service and Sourcing Management (3 sem. cr.)

Students learn to manage projects and programs that span multiple organizations. Topics include process and best practices for qualification, acceptance, and assurance; service-level agreements; relationship management; and supply chain strategy. (*Prerequisite: NSEI 6511.*)

NSEI 6562 Global Services Management (3 sem. cr.)

Students learn the most important issues and practices for both clients and service providers. Topics include information technology and business process outsourcing, managing a services business, global human resources, service supply chain management and governance, and client relationship management.

NSEI 6631 Data Warehousing and Business Intelligence (3 sem. cr.)

Students learn key approaches to the integration of enterprise-wide information to support business strategy and decision-making. The course covers issues in data acquisition, storage, retrieval, and analysis. Topics include data warehouses; data marts; dashboards, key performance indicators, and scorecards; online analytical processing; and data visualization.

NSEI 6661 Business Analytics and Data Mining (3 sem. cr.)

Students learn and apply techniques for inference and discovery in large data sets. Topics include statistical inference, exploratory data analysis, data mining, text mining, and machine learning for predictive modeling. (*Prerequisite: NSEI 6631.*)

NSEI 6701 Managing the IT-Enabled Enterprise (3 sem. cr.)

This course serves the dual purpose of introducing students to studying online at Walden and to some of the fundamental issues and trends in information systems management. Topics include information and communication skills for professionals, and information systems issues and cases in the extended enterprise. Emphasis is placed on the services supply-chain context and stakeholder perspectives.

NSEI 6712 Business Architecture and Process (3 sem. cr.)

This course examines the structure and operations of organizations from an information-processing point of view and develops students' skills in analyzing, designing, and improving operations. Topics include fundamental business structures; business process design, management, and optimization; decision support and automation; and enterprise resource planning and integration. (*Prerequisite: NSEI 6701.*)

NSEI 6713 Business Strategy for Competitive Advantage (3 sem. cr.)

This course focuses on the development and implementation of business strategies that enable competitive advantage, with an emphasis on understanding the current environment in which the organization competes and forecasting how that environment may change.

NSEI 6721 Organizational and Social Dimensions of Information Systems (3 sem. cr.)

In this course, students place their technical and process work in a human context, focusing on issues and effects in a broader domain. Topics include organizational behavior and change; intellectual property issues; ethics, professionalism, and social impact; and privacy and security. (*Prerequisite: NSEI 6712.*)

NSEI 6771 IT Governance (3 sem. cr.)

This course deals with the effective alignment of information systems with corporate strategy, recognizing the key role that they play in organizational effectiveness. Topics include decision processes and accountability; the allocation and management of internal and external resources; risk management; value and performance metrics; and legal, regulatory, compliance, and audit issues. (*Prerequisite: NSEI 6713.*)

NSEI 6781 Information Security Governance (3 sem. cr.)

This course covers information security issues in an organizational context, recognizing the increasing stakes in keeping systems safe from tampering and disclosure. Topics include management structures and processes for enterprise information security; information security in the supply chain; legal, regulatory, audit, and policy issues; risk management; and the business case for information security. (*Prerequisite: NSEI 6841.*)

NSEI 6841 Information Security Challenges and Solutions (3 sem. cr.)

This course surveys some of the fundamental issues and techniques in information systems security, preparing students to analyze and solve problems. Topics include issues of authentication and

authorization, common vulnerabilities and attacks, prevention and detection, information security best practices, and information security and privacy technologies.

NSEI 6981 ISM Capstone: IT Strategy and Governance (3 sem. cr.)

The Information Systems Management capstone course provides students with the opportunity to integrate their specialization area with other program concepts and skills in a group or solo analysis-and-design project. Students analyze the technical, business, policy, and social considerations inherent in their project. (*Prerequisites: NSEI 6561, NSEI 6713, and NSEI 6771.*)

NSEI 6982 ISM Capstone: Business Information Management (3 sem. cr.)

The Information Systems Management capstone course provides students with the opportunity to integrate their specialization area with other program concepts and skills in a group or solo analysis-and-design project. Students analyze the technical, business, policy, and social considerations inherent in their project. (*Prerequisites: NSEI 6561, NSEI 6631, and NSEI 6661.*)

NSEI 6984 ISM Capstone: Enterprise Information Security (3 sem. cr.)

The Information Systems Management capstone course provides students with the opportunity to integrate their specialization area with other program concepts and skills in a group or solo analysis-and-design project. Students analyze the technical, business, policy, and social considerations inherent in their project. (*Prerequisites: NSEI 6561, NSEI 6781, and NSEI 6841.*)

NSEI 6985 ISM Capstone: Managing Global Software and Service Supply Chains (3 sem. cr.)

The Information Systems Management capstone course provides students with the opportunity to integrate their specialization area with other program concepts and skills in a group or solo analysis-and-design project. Students analyze the technical, business, policy, and social considerations inherent in their project. (*Prerequisites: NSEI 6521, NSEI 6561, and NSEI 6562.*)

NSEN

NSEN 6001 Software Engineering (3 sem. cr.)

The term *software engineering* was coined in 1968 as a response to the problems of developing quality software on time and within budget. Software developers were not able to set concrete objectives, predict the resources necessary to attain those objectives, and manage the customers' expectations. Engineers are often faced with ill-defined problems and have to rely on empirical methods to evaluate solutions, but they are still able to build high-quality products using off-the-shelf components, integrating them under time and budget constraints. Useful software systems are complex, and to remain useful, they need to evolve with the end-users' needs and the target environment. This course describes object-oriented techniques for conquering complex and changing software systems. Key techniques include UML, use case specification, object modeling, reusing software architectures, design patterns, mapping models to code, testing, rationale management, project management, and agile methods.

NSEN 6011 Formal Methods in Software Engineering (3 sem. cr.)

After reviewing the basic logic that will be used in the course as an aid to programming, students look at formal specifications and how they are refined to become programs. The course focuses on those programming constructs that are common to most programming languages (e.g., assignment statement, if statement, array); however, the course may also include parallel and interacting processes and

probabilistic programming. Students define the formal semantics of the language features used, both execution control and data structures. The course emphasizes program development to meet specifications and program modifications that preserve correctness, rather than on verification after a program is finished.

NSEN 6061 Software Measurement (3 sem. cr.)

This course includes topics such as measurement theory; development, validation, and use of software measures; software measures in the life cycle, including cost estimation; design measures; software complexity; programmer productivity; test coverage; software reuse; and software reliability.

NSEN 6111 Software Architectures (3 sem. cr.)

This course examines the top-level design or architecture of software systems. Students learn about various architectural styles and the types of applications for which they are most suited. Students consider different formalisms or architectural description languages for specifying software architectures. They also study frameworks, patterns, and the role of architecture in the overall software development life cycle.

NSEN 6251 Software Specification (3 sem. cr.)

This is a graduate-level survey of concepts, principles, and techniques related to software and systems specification. Topics include system modeling, requirements elicitation, analysis and documentation techniques, validation and prototyping, and formal methods. Students practice the techniques presented in class via individual and/or group exercises and a term project.

NSEN 6301 Object-Oriented Analysis and Design (3 sem. cr.)

This course is a study of object-oriented analysis and design. Students compare the different object-oriented software engineering methodologies and explore the object-model-to-database mapping process.

NSEN 6305 Object-Oriented Programming (3 sem cr.)

This course focuses on the C++ and Java programming languages and includes classes, inheritance, encapsulation, polymorphism, class derivation, abstract classes, interfaces, static class members, object construction and destruction, namespaces, exception handling, function overloading and overriding, function name overload resolution, container classes, template classes, Unified Modeling Language, graphical user interfaces, multithreading, networking, and database programming.

NSEN 6331 Embedded Systems Software Development (3 sem. cr.)

Embedded software is found in most electronic devices designed today, including PDAs, microwaves, VCRs, cellular telephones, and pagers. Each of these embedded systems is unique and highly customized to the specific application. As a result, embedded systems development is a widely varying field that can take years to master. This course provides students with an overview of the basic principles of writing software for embedded systems. Students survey the issues and discuss the various techniques for dealing with them. In particular, they discuss approaches to the appropriate use of the real-time operating systems upon which much embedded software is based. Students learn about the embedded systems development cycle and the specialized aspects of developing and testing software in this environment. Key methods and technologies for each phase of the development process are covered: specification, partition, design, integration, validation, and maintenance and upgrade.

NSEN 6411 Software Unit and Integration Testing and Verification (3 sem. cr.)

Intended primarily for programmers, this is a graduate-level survey of the concepts, principles, and techniques related to software unit/component-level testing, integration testing, and formal program

verification. Topics include black-box and white-box test case design strategies, incremental integration testing techniques, inspections and reviews, axiomatic verification techniques, predicate transforms, and function-based verification. Students practice the techniques presented in class via individual and/or group exercises.

NSEN 6414 Object-Oriented Testing (3 sem. cr.)

The focus of this course is on object-oriented and component-based software testing techniques, but many of the techniques discussed in this course can be used regardless of the development paradigm. Students learn what to test in object-oriented development efforts as well as techniques for how to test object-oriented software. They discuss real-world issues that arise in planning and implementing effective testing for object-oriented and component-based software development. The course explores how testing object-oriented software differs from testing procedural software and highlights the challenges and opportunities inherent in object-oriented software testing. The course also covers integration testing in each stage of development and describes what to test at each stage. This process, as well as specific testing techniques, is supported by comprehensive examples.

NSEN 6421 Software System-Level Testing (3 sem. cr.)

The objective of system testing is to evaluate how well a software system meets the expectations of its users. System testing includes verification and validation activities, and a broad range of testing types. This course—intended primarily for system-level testers, test managers, and QA personnel—addresses all aspects of system testing including techniques, tools, processes, documentation, metrics, and management. Specific topics include scenario-based testing, state-based testing, performance testing, stress testing, configuration testing, reliability and availability analysis, regression testing, security testing, usability testing, test planning and tracking, test processes, test maturity, test metrics, test documentation, and test team management.

NSEN 6471 Software Quality Management (3 sem. cr.)

In this course, students explore the plans and actions necessary to provide confidence that a software product conforms to established technical requirements. Topics include strategies for quality engineering, product review, development of test plans and procedures, testing, audits, and configuration management. Also covered are the concept of software quality, software metrics, Total Quality Management, and implementation of a software quality assurance process.

NSEN 6511 Software Project Management (3 sem. cr.)

This course provides students with the knowledge, processes, and tools required for a software engineer or technical manager to successfully direct and oversee a software development project. Topics include planning, leading, organizing, estimating, directing, monitoring, and controlling software projects and their teams. Quantitative progress measures, software life cycles, estimating, and risk management are emphasized throughout the course, which is built around a case study. The first assignment is to develop an initial project management plan for the case study project. Subsequent assignments require the students to update this plan, taking into consideration new events and challenges confronting the project. As the case study project evolves, a progression of people, management, and technical issues are discussed.

NSEN 6993 Independent Study (1-3 sem. cr.)

Students complete an independent study on a software engineering topic with course objectives determined in consultation with a supervising instructor.

NSEN 6994 Directed Research (1–3 sem. cr.)

Students research an area of software engineering under the supervision of an instructor. The research problem is determined in consultation with the supervising instructor.

NSEN 8997 Thesis (3 sem. cr.)

Students may conduct thesis research to complete the M.S. in Software Engineering, in lieu of general elective courses. Students may register for this course for a maximum of two semesters, for a total of 6 semester credits.

NSPP

NSPP 6325 Integrated Design and Manufacturing (3 sem. cr.)

This course introduces students to a process approach to engineering design, manufacturing, and service applications. Models, modeling tools, solution approaches, and methodologies for analysis and improvement of processes, including the product development and manufacturing processes, are discussed. The science of process modeling and analysis is illustrated with case studies.

NSPP 6410 Modeling Manufacturing Systems (3 sem. cr.)

This course examines general problems in the design, planning, and control of manufacturing systems. Emphasis is placed on system analysis using a variety of modeling techniques such as simple probability, linear programming, queuing theory, Markov chains, and discrete event simulation, with the objective of improving system performance. The course is self-contained so that no previous knowledge of these types of models is required. Although the course is targeted toward manufacturing industries, much of the material is directly applicable to a variety of service industries.

NSYS

NSYS 6120 Systems Engineering and Analysis (3 sem. cr.)

This course introduces students to an organized multidisciplinary approach to designing and developing systems. They explore concepts, principles, and practices of systems engineering as applied to large integrated systems. Discussion topics include requirements development, life-cycle costing, scheduling, risk management, functional analysis, conceptual and preliminary design, testing and evaluation, optimization, and modeling.

NSYS 6140 Systems Optimization and Analysis (3 sem. cr.)

This course introduces students to the theory and practice of optimal system design as an element of the engineering design process. The use of optimization as a tool in the various stages of product realization and management of engineering and manufacturing activities is stressed. The course stresses the application of nonlinear programming methods. Topics may include optimality criteria, gradient- and nongradient-based unconstrained methods, and modern nonlinear programming methods such as penalty functions, method of multipliers, generalized reduced gradient, and successive quadratic programming. Special attention is given to large structured problems, which naturally occur in engineering practice. Students are exposed to modern optimization software (e.g., OPTLIB, OPT, BIAS)

and extensive comparative results. Examples are cited from mechanical, electrical, civil, and chemical engineering and engineering management.

NSYS 6152 Systems Testing and Reliability (3 sem. cr.)

Students learn about the classical techniques and concepts needed for evaluating the long-term and short-term reliability of engineering systems. Students also explore strategies for integrating, testing, and validating products and systems. This course provides an in-depth coverage of tasks, processes, methods, and techniques for achieving, testing, and maintaining the required level of system reliability considering operational performance, customer satisfaction, and affordability. Specific topics include the integration of established system requirements, establishing system reliability requirements, reliability program planning, system reliability modeling and analysis, system reliability design guidelines and analysis, system reliability test and evaluation, verification and validation of a system, and the maintenance of inherent system reliability during production and operation.

NSYS 6160 Systems Engineering Management (3 sem. cr.)

This course provides the necessary techniques for planning and controlling systems, including evaluating the schedule and operational effectiveness of systems management strategies. Performance measurement, work breakdown structures, cost estimating, and quality management are discussed. Also covered are configuration management, standards, and case studies of systems from different applications areas.

NSYS 6163 Integrated Risk Management (3 sem. cr.)

This course provides a graduate-level introduction to the theory and methodology of risk management in the context of systems engineering. It addresses topics including risk identification, risk ranking and filtering, performance metrics, event and fault trees, theory of extreme values, decisions on extreme events, combinatorial optimization, systems configuration, network modeling, and system interdependencies. Some knowledge of probability and statistics is assumed.

NSYS 6993 Independent Study (1–3 sem. cr.)

Students complete an independent study on a systems engineering topic with course objectives determined in consultation with a supervising instructor.

NSYS 6994 Directed Research (1–3 sem. cr.)

Students research an area of systems engineering under the supervision of an instructor. The research problem is determined in consultation with the supervising instructor.

NSYS 8997 Thesis (3 sem. cr.)

Students may conduct thesis research to complete the M.S. in Systems Engineering program, in lieu of general elective courses. Students may register for this course for a maximum of two semesters, for a total of 6 semester credits.

NURS

NURS 3000 Issues and Trends in Nursing (5 cr.)

This course provides an overview of the evolution of nursing as a profession and its relationship to the changes in organization, structure, and function of the U.S. health care delivery system. Major issues and trends in nursing and health care are examined with consideration given to the influence of

socioeconomic, ethical, legal, and political variables as well as professional values on contemporary nursing practice. **Note:** Must be first NURS course taken in sequence.

NURS 3005 The Context of Health Care Delivery (5 cr.)

This course provides a systems-level analysis of the implications of health care policy on issues of access, equity, affordability, and social justice in health care delivery. Legislative, regulatory, and financial processes relevant to the organization and provision of health care services are examined with attention to their impact on quality and safety in the practice environment and disparities in the health care system. (Prerequisite: NURS 3000.)

NURS 3010 Information Management in Nursing and Health Care (5 cr.)

The focus of this course is on the application and use of information technology to support clinical and managerial decision-making in nursing practice. Emphasis is placed on information technology that supports the 1) delivery of services—including the collection, storage, retrieval, and communication of data, 2) information systems safeguards, 3) ethical and legal issues, and 4) information management to promote patient safety and quality of care. Information literacy, and basic hardware and software concepts are addressed. Fundamental software applications including spreadsheets and health care databases are considered. (Prerequisite: NURS 3005.)

NURS 3015 Pathopharmacology (5 cr.)

This course focuses on the pathophysiology related to major health problems across the lifespan and the pharmacologic management of those problems. Topics include cellular aspects of disease, pathophysiological signs and symptoms, and dynamics of body defenses. Foundational pharmacologic principles and topics are explored, including key drug actions and interactions, effects of various categories of drugs, and pharmacokinetics and pharmacodynamics. Implications for nursing practice are considered. (Prerequisite: NURS 3010.)

NURS 3020 Health Assessment (5 cr.)

This course focuses on the knowledge and skills required to collect data related to assessment of individual health status. Physical examination skills of inspection, palpation, percussion, and auscultation are used to assess major body systems across the lifespan. Interviewing skills and history taking are included, as well as the psychological, social, and cultural aspects of clinical assessment. Attention is given to the integration of data to guide the nursing process, requisite communication skills, and ethical guidelines. Interactive simulations provide an opportunity for students to apply knowledge. (Prerequisite: NURS 3015.)

NURS 4000 Research and Scholarship for Evidence-Based Practice (5 cr.)

This course focuses on the basic elements of the research process in discovery of new knowledge and models for applying evidence to inform clinical decisions and improve nursing practice and patient outcomes. Consideration is given to the ethical conduct of research and scholarly work as well as the nurse's role in the collection, documentation, analysis, interpretation, dissemination, and utilization of research data. (Prerequisite: NURS 3020.)

NURS 4005 Topics in Clinical Nursing (5 cr.)

This course highlights major acute and chronic health problems and leading causes of death across the lifespan, including etiology, pathogenesis, clinical presentation, and implications for treatment and disease management. Consideration is given to the relationship of genetics and genomics to health and illness; infection control issues such as drug-resistant organisms; accidents or injuries; common geriatric syndromes; and palliative and end-of-life care, as well as complementary and alternative therapies. Development of a framework for nursing interventions is emphasized. (Prerequisite: NURS 4000.)

NURS 4010 Family, Community, and Population-Based Care (7 cr.)

The focus of this course is on application of theories and concepts from nursing and public health sciences in assessing health status and preventing and controlling disease in families, aggregates, and communities as clients. The use of epidemiological and community assessment techniques to examine populations at risk, health promotion, and levels of disease prevention with special emphasis on ethnically diverse and vulnerable populations are incorporated. Major local, state, and national health issues are considered, including mental health and substance abuse and related co-morbidities; re-emergence of infectious and communicable diseases; environmental and occupational health hazards; bioterrorism; emergency preparedness, and disaster response. Students participate in a practicum experience in a community/population-based health care setting. This course has a 45-hour community health component. (*Prerequisite: NURS 4005.*)

NURS 4015 Public and Global Health (5 cr.)

The course is designed to provide an overview of global health issues that transcend national borders, class, race, ethnicity, and culture. The role of the nurse in preserving and promoting health among diverse populations is discussed. Students will consider global health and their role in health promotion, protection, and maintenance, and illness prevention of targeted populations. Principles of epidemiology and the influencing sociopolitical factors that impact health and well-being of humankind are explored. The nurse's role as a leader in transforming the future of the world's health is reflected upon in creating a vision for the future. (*Prerequisite: NURS 4010.*)

NURS 4020 Leadership Competencies in Nursing and Health Care (7 cr.)

This course will focus on building the knowledge and key competencies essential to successful leadership and influence in an evolving health care delivery system. This course emphasizes increasing self-awareness in the context of organizational challenges and individual motivation; distinguishing leadership from management; team building; strengthening interpersonal, communication, and interdisciplinary effectiveness; shaping a preferred future for nursing; translating strategic vision into action; and developing skills in implementing and managing organizational change. Specific learning opportunities include case studies; a battery of self-assessments and 360-degree feedback instruments; exposure to top-level leaders in nursing and health care; and an experiential component with a mentor in a selected setting. This course has a 45-hour clinical leadership component. (*Prerequisite: NURS 4015.*)

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

The purpose of this course is to introduce students to Walden University and to the requirements for your successful participation in an online curriculum. The course will also provide a foundation for the student's academic and professional success as a scholar-practitioner and social change agent. Course assignments focus on the practical application of writing and critical-thinking skills and the integration of professional practice with professional and academic excellence as they relate to practice in nursing.

NURS 6005 Nursing Roles for Today and Tomorrow (4 sem. cr.)

In this course, the characteristics of professionalism are presented. The need to value the profession and its future is stressed. Selected concepts and roles that highlight the continued evolution of the profession and practice are examined. Nontraditional roles are explored as well as opportunities for developing and supporting new roles. Processes for creating innovative roles in traditional settings are also highlighted. A group project is included.

NURS 6010 Advancing Nursing Through Inquiry and Research (4 sem. cr.)

The focus of this course is on the steps of the research process. Qualitative and quantitative methods are explored. Inquiry and critical analysis of scholarly literature provide the foundation for evidence-based practice. Strategies for utilizing research are examined. A group project is included.

NURS 6015 Information and Health Care Technologies Applied to Nursing Practice (4 sem. cr.)

The focus of this course is directed toward the understanding and use of information technologies and systems that support decision-making in nursing practice, administration, research, and education. Tools such as listservs, the World Wide Web, email, and databases are used as examples of information sources. Advances in technology that support the delivery of services—as well as the collection, storage, and retrieval of information—are considered. Ethical and legal issues that impact the use of technology in health care are presented. A group project is included.

NURS 6020 Healing Therapies in Nursing Practice (4 sem. cr.)

This course focuses on transformation in health care brought about by changing demographics and multiculturalism. The inclusion of early healing traditions into Western medicine is explored. Evidence for the value of healing therapies is examined. The role of nurses in evaluating therapies, developing strategies for including nontraditional therapies in practice, and educating consumers is presented. A group project is included.

NURS 6025 Managing a Continuum of Care for Positive Patient Outcomes (4 sem. cr.)

This course is based on a multifaceted definition of patient outcomes management. Concepts related to the management of disease and the prevention of further disability are explored. The impact of cultural, social, political, legal, and environmental factors on providing a continuum of care is identified. The role of nurses in understanding the health continuum and achieving positive outcomes for individuals, groups, and communities is presented. The topics are presented from a research, evidence-based perspective and address documentation, evaluation, and quality outcome standards. A group project is included.

NURS 6030 The Practice of Population-Based Care (4 sem. cr.)

This course is based on an interdisciplinary approach to caring for populations. Major components include concepts of health, levels of prevention, epidemiology of wellness, global health issues, and control of health problems. Principles of interdisciplinary care are addressed. Planning, intervention, and evaluation of care in communities are stressed. Integrative approaches to working with groups in the community, in order to positively impact health behaviors, are examined. A group project is included.

NURS 6100 Understanding Health Care Systems (3 sem. cr.)

This course provides a critical analysis of economic, sociological, and political factors that affect the nursing and health care delivery systems. U.S. health policies that impact access, quality, costs, delivery systems, professional practices, and reform are discussed. Current issues and concerns related to health care financing and payment systems are explored. Course assignments focus on nursing practice applications.

NURS 6110 The Nurse Leader: New Perspectives on the Profession (3 sem. cr.)

This course presents the impact that changes in health care systems have had on transforming the nursing profession. Theories related to leadership and management are included. Strategies for becoming empowered are presented to assist master's-prepared nurses to assume and sustain leadership roles. Course assignments focus on nursing practice applications.

NURS 6120 Linking Theory to Nursing Practice (3 sem. cr.)

This course includes a comparative study and critical analysis of major conceptual models and theories in nursing. Theories and models are evaluated for their usefulness in guiding practice decisions. The relationship between theory and practice is demonstrated. Course assignments focus on nursing practice applications.

NURS 6130 Evidence-Based Practice Through Research (3 sem. cr.)

This course emphasizes the competencies necessary to read critically, then evaluate and interpret findings of nursing research studies. Utilizing research to make practice decisions based on the evidence and incorporating research findings into professional nursing practice are emphasized. Utilization of technology in the research process is explored. Course assignments focus on nursing practice applications.

NURS 6140 Ethical and Legal Views of the Changing Health Care System (3 sem. cr.)

This course reviews ethical principles and theories and relates them to the new challenges facing the health care delivery system. Legal factors are examined in relation to their impact on ethical decisions. Ethical dilemmas are viewed in the context of ethical decision-making frameworks. The changes in health care are examined for their influence on nurse leaders as ethical practitioners. Course assignments focus on nursing practice applications.

NURS 6150 Promoting and Preserving Health in a Diverse Society (3 sem. cr.)

This course is based on a multifaceted definition of community. The promotion of healthy societies, worldwide, through health improvement and disease management/prevention activities is explored. The effects of social, political, and environmental conditions are examined in relation to health care access, quality of care, and cultural relevance. The contributions of nurse leaders to improving health in society are presented. Course assignments focus on nursing practice applications.

NURS 6200 The Nurse Administrator: Leading and Managing for Excellence (4 sem. cr.)

This course focuses on the theory and practice of administration. Standards of practice for nursing administration serve as a foundation for discussion. Major topics include roles and responsibilities, quality improvements, strategic planning and management, regulations, and information systems. The goal of nurse leaders to achieve excellence in the delivery of patient services is emphasized. A field experience is included to allow for application to practice settings. Course assignments focus on nursing practice applications.

NURS 6210 Health Care Finance and Budgeting (4 sem. cr.)

This course applies financial principles to developing, budgeting, and managing resources. Budgeting processes used in health care settings and the nurse administrator's responsibilities are covered. The impact of private and public policies and budgeting models and information systems is included. Budget and resource decisions that contribute to the achievement of organizational and nursing service outcomes are examined. A field experience is included to allow for application to practice settings. Course assignments focus on nursing practice applications.

NURS 6220 Human Resource Management (4 sem. cr.)

This course addresses the roles and responsibilities of nurse administrators in human resource management. Current legal, ethical, professional, and practice policies and standards are explored. The applications of technology to human resource functions are presented. Strategies that support positive organizational and nursing service goals are examined. A field experience is included to allow for application to practice settings. Course assignments focus on nursing practice applications.

NURS 6230 Case Study: Quality Nursing in a Complex Health Care Organization (4 sem. cr.)

This course uses a case study approach to examine a nursing practice issue. Based on the information in the case study, students apply previous knowledge to the issue. The goal is to use a variety of administrative strategies to achieve positive patient care delivery outcomes. Students develop a comprehensive plan in the context of current nursing service challenges. A field experience is included to allow for application to practice settings. Course assignments focus on nursing practice applications.

NURS 6300 Student-Centered Learning in Nursing Education (3 sem. cr.)

This course focuses on theories and principles that identify the diverse learning needs of adults. Strategies to meet these needs, within the framework of student-centeredness, are presented. Major topics include socialization, motivation, critical thinking, learning styles, and the impact of societal values on the learning environment. The unique needs of nontraditional, international, educationally disadvantaged, and physically challenged students are addressed. The goal of nurse educators is to recognize students' individual and collective needs to create a supportive learning environment. Course assignments focus on nursing practice applications.

NURS 6310 Teaching Strategies for Nurse Educators (3 sem. cr.)

This course focuses on theories and principles that support a variety of evidence-based teaching strategies. Personal and professional teacher attributes that demonstrate positive role-modeling are presented. Major topics include a toolbox of instructional strategies, effective communication, reflective thinking, student interactions, and student engagement. The goal of nurse educators is to develop a learning environment that supports student success. Course assignments focus on nursing practice applications.

NURS 6320 Integrating Technology Into Nursing Education (3 sem. cr.)

This course focuses on informational technologies and their application in a teaching/learning environment. The uses of media, multimedia, computer-based technologies, models, and simulations are explored. Processes for evaluating and selecting technology are presented. Technologies that support course processes—such as tracking student assignments and participation, outcomes assessment, and grading—are included. Distance and online education modalities are examined. Student and instructor use of online information resources, presentation systems, and information storage systems, and the integration of technology included with texts and printed materials are explored. The goal of nurse educators is to use current and evolving technology to enhance student learning. Course assignments focus on nursing practice applications.

NURS 6330 Curriculum Development, Assessment, and Evaluation (3 sem. cr.)

The educational environment is impacted by social, economic, regulatory, and technological transformations. Nursing education curricula must be relevant and meet the health and nursing needs of society. This course focuses on curriculum development and the many processes that contribute to it. The philosophical foundations of curriculum development are addressed. Major topics include curriculum components; societal, professional, and educational trends; frameworks, competencies, and outcomes; organizational constraints; and selection of learning activities. The processes of curriculum assessment and evaluation are defined and presented in the context of program, course, and student outcomes. The goal of nurse educators is to develop curricula that address the nursing needs of society, are supported by standards of practice, and prepare graduates for practice in diverse settings. Course assignments focus on nursing practice applications.

NURS 6340 The Nurse Educator: Roles, Responsibilities, and Relationships (4 sem. cr.)

This course focuses on the roles, responsibilities, and relationships that are part of being a nurse educator. While those nurses in academic settings are the most widely recognized as educators, nurses are also

educators in other health care settings. The significance of the educator role is explored as it applies to diverse settings. Concepts related to being change agents and leaders, role socialization, legal and ethical expectations, and development are examined. Major topics include professional development, balancing role demands, using evidence to improve teaching, scholarship related to teaching, development of partnerships, collaboration, and advocacy. The goal of nurses, in all settings, is to be effective educators who guide and facilitate learning and contribute to the educational goals of the organizations in which they work. The knowledge gained in the previous courses provides the foundation for implementing this role in an educational setting. A field experience is included to allow for application to practice settings. Course assignments focus on nursing practice applications.

NURS 6400 Informatics in Nursing and Health Care (4 sem. cr.)

This course establishes the foundational knowledge for understanding and practicing nursing informatics in health care settings. Core and supporting models and theories for nursing informatics and the sciences that support nursing informatics are studied. Consideration is given to the use of information technology to support decisions that promote safety and quality in patient-centered care, and concerns about protecting information and system integrity are addressed. Course assignments focus on nursing practice/health care applications.

NURS 6410 Information and Knowledge Management (4 sem. cr.)

This course examines database systems as the focus for studying concepts of data modeling, techniques of data definition, and data manipulation. Concepts of information and knowledge management are considered with emphasis on application to the practice setting.

NURS 6420 Supporting Workflow in Health Care Systems (4 sem. cr.)

This course examines the analysis, design, development, implementation, and evaluation of electronic information systems in health care. Methods of systems design are compared, contrasted, and critiqued. Special attention will be given to workflow modeling in systems design. Emphasis is on application to practice settings.

NURS 6430 Project Management: Health Care Information Technology (4 sem. cr.)

This course explores the theory and practice of how to manage health information technology projects. Students will learn how to plan, schedule, and control health care informatics projects with emphasis on application to practice settings. Project management software is introduced.

NURS 6500 Capstone Synthesis Practicum I (3 sem. cr.)

This course enables students to apply the principles and methods learned from their coursework. Working in collaboration with their preceptor and instructor, the student engages in applying theory to better understand a specialization role in the context of an organization; formulates and achieves individualized learning objectives; and initiates a project conceptualized by student and preceptor in agreement with the instructor. The practicum (NURS 6500 and NURS 6510) includes a minimum of 125 total hours that are reflected in the cumulative Journal.

NURS 6510 Capstone Synthesis Practicum II (3 sem. cr.)

This course is a continuation of the work started in NURS 6500. Students continue their practicum applying the principles and methods learned from their coursework. Students bring closure to their work on real-world problem/s that they developed with their preceptors. Students evaluate and complete their practicum project and present their project in the workplace and in the online classroom. The practicum (NURS 6500 and NURS 6510) includes a minimum of 125 total hours that are reflected in the cumulative Journal.

PPPA

PPPA 8000 Foundations for Doctoral Study (1 cr.)

This course introduces students to Walden University and the requirements for successfully participating in an online curriculum, to provide a foundation for academic and professional success as a scholar-practitioner and social change agent. Course assignments focus on practical application of writing and critical-thinking skills and the integration of professional practice with professional and academic excellence as they relate to practice in public policy and administration.

PPPA 8002 Writing a Quality KAM Demonstration (2 cr.)

This course covers the structure of the KAM and the research and writing techniques needed for the successful development of a KAM. In this course, students develop a draft Learning Agreement for their first KAM, under an instructor's guidance.

PPPA 8008 Foundations for Doctoral Study (6 cr.)

The purpose of this course is to introduce students to Walden University and to the requirements for successful participation in an online curriculum. It provides a foundation for academic and professional success as a scholar-practitioner and social change agent. Course assignments focus on practical application of writing and critical thinking skills and promote professional and academic excellence. Major assignments include the preparation of the Professional Development Plan, Program of Study, and a sample KAM Learning Agreement. Note: Students in selected doctoral programs and specializations are required to take this course immediately upon enrollment, and must successfully complete it before proceeding with KAMs or coursework.

PPPA 8105 Managing at the Boundaries: Creative Thinking for Social Change (6 cr.)

This course examines the historical and contemporary patterns of interaction between levels of government and between the public, private, and nonprofit sectors in the United States. Of all the Western democracies, the United States has the most fully developed nonprofit sector. In the past 20 years, the private sector has become more and more important to the other two sectors with, for example, growing efforts to privatize public service delivery and to use corporate strategies and connections for enhanced revenue in the nonprofit sector. Increasingly, the boundaries between governmental levels and the three sectors have become more blurred and the action at these intersections more critical for the effectiveness of public/nonprofit sector leaders and managers.

PPPA 8111 Leadership and Organizational Change (5 cr.)

Organization is about groups getting things done for the benefit of multiple constituencies. Successful public sector organizations require high-caliber leaders who are accountable to those constituencies. Successful leaders must meet the challenges of rapid change and fluid organizational boundaries. This course draws on current and historical events, as well as the personal experiences of students, to explore the theory and practice of leadership and the important role of the leader in organizational change. By analyzing current leadership research and practice in a range of public sector settings, students will develop expertise in leadership in increasingly complex organizational contexts. Specific attention is given to ethical considerations, boundary-spanning functions, and the impact of leaders on positive social change.

PPPA 8112 Governance and Public Policy (5 cr.)

Democratic principles are the foundation of modern life. The course provides an overview of democratic governance in public administration, public policy, or nonprofit or nongovernmental organizations in modern society. Students will examine the theoretical underpinnings of democratic governance and public

policy in their chosen area of specialization necessary for doctoral-level research. Students will review fundamental theories of governance, research current literature on a specialized topic, and apply best practices within the area of specialization. The emphasis is on the context in which public and nonprofit leaders function and the social institutions that influence public policy and guide administrative decision-making.

PPPA 8115 Writing a Quality Prospectus (5 cr.)

This 5-credit course is focused specifically on the process of writing the dissertation prospectus. Students will use their preliminary research plan, developed previously, and develop a problem statement, to be used in the dissertation. They further refine the problem statement and carry out the planning and the library research that will bring them to the formulation of a dissertation prospectus. The prospectus is a brief paper, typically 15–20 pages in length, that lays out the background for the problem statement, the problem statement itself, a survey of the relevant literature (typically 25–75 references), and a research, implementation and evaluation plan for the solution of the problem.

PPPA 8175 Health Policy and Management (5 cr.)

This course examines the factors that influence and improve health outcomes of individuals and populations, with attention to the goals of Healthy People 2010 and the main components and issues of organization, financing, and delivery of health services and public health systems in the United States. Topics include management theories and processes, systems thinking, strategic planning and partnerships, quality and performance improvement, leadership, and organizational behavior. The policy process as well as the advocacy role of the public health professional in influencing local, state, and federal policy is addressed. The impact of global trends on public health practice, policy, and systems is also considered.

PPPA 8200 Intellectual Traditions of Public Policy and Public Administration (4 cr.)

This course focuses on the historical and contemporary roles and relationships of the public and nonprofit sectors in the United States. It provides a scholarly perspective on public policy and administration that traces major theories associated with the field and the political, social, and economic context within which they developed. Students are expected to gain a clear understanding of the “layers of government” and their interdependence between local municipalities, county, state, and federal levels. This is intended to make a strong connection between the student’s own professional development and development of the major theories and concepts of public administration.

PPPA 8250 U.S. and International Health Care Systems (5 cr.)

This course examines international health care system reform. Focus is given to the influence of corporate and governmental agencies in the delivery and financing of health services and the legal issues confronting health care institutions. The course also explores fiscal and public policy forces on national and international health systems and investigates the opportunities and challenges facing the management of community-based health care organizations.

PPPA 8305 Professional Leadership and Ethics (4 cr.)

This course examines the ethical issues of public and nonprofit sectors. It provides conceptual tools to clarify moral dilemmas and analyzes individual decision-making strategies and organizational programs from an ethical perspective.

PPPA 8320 Public Policy Implications of Terrorism Legislation and Policies (5 cr.)

This course provides a broad perspective on the history of the U.S.A. Patriot Act, similar terroristic legislation and immigration laws, and their policy implications on law enforcement, governmental entities, organizations, and individuals. It provides a basic foundation upon which to build for those public administrators and public policy analysts who are charged with drafting and implementing public

policy and enforcing and/or responding to potential terroristic threats, while simultaneously upholding and protecting constitutional freedoms. Material for this course is drawn from contemporary texts, Web sites, case studies, and material representing international, national, and local governments and organizations. Learners critically review and analyze the U.S.A. Patriot Act and similar terroristic legislation and policies, and participate in online discussions about these laws and their implications on U.S. Constitutional freedoms.

PPPA 8321 Terrorism: A Systemic Approach for Emergency Preparedness (5 cr.)

This course provides participants with an overview of terrorism—local, national, and international—and the need to develop a systemic approach for emergency preparedness. Topics include, but are not limited to, terrorism overview, terrorism and public health, bioterrorism, biosecurity, cyberterrorism, risk assessment, implications for public health, and components of a systemic preparedness infrastructure. Course participants begin the development and/or analysis of a terrorism preparedness infrastructure, and participate in online discussions.

PPPA 8322 Critical Incident Planning and Leadership (5 cr.)

This course examines the principles of emergency planning, selection of leaders, specialized planning (e.g., schools, tourism), mutual aid, and leadership theories. It provides a basic foundation for public administrators to develop a critical incident plan and also understand leadership theories. Course participants critically analyze case studies, identifying weaknesses and potential solutions.

PPPA 8330 Holding Up the Mirror: Understanding Different Cultures and Increasing Global Consciousness (5 cr.)

This course offers students an opportunity to explore and understand the cultural values and styles of communication, reasoning, and leadership unique to their home culture. Students apply their increased understanding to other cultures. They also identify and become familiar with the challenges American nonprofits face as they work internationally or cross-culturally within the United States. (*Prerequisite: A course or direct experience in nonprofit management is strongly advised.*)

PPPA 8331 Crossing Borders: U.S. and International NGO Organizational Cultures and Environments (5 cr.)

In this course, students study in depth the cultures, structures, and activities of NGOs in select countries and compare their activities, organizational cultures, structures, and working environments with nonprofits in the United States. (*Prerequisite: A course or direct experience in nonprofit management is strongly advised.*)

PPPA 8332 Placing NGOs in the Global Context (5 cr.)

This course offers students knowledge and understanding about the geopolitical and economic contexts in which international, nongovernmental, and voluntary agencies function in other countries. Students analyze the historical, political, social, and cultural contexts in which NGOs work and the implications these contexts have on the work of local and international NGOs. Students identify strategies that make the international and cross-cultural efforts of NGOs successful. (*Prerequisite: A course or direct experience in nonprofit management is strongly advised.*)

PPPA 8340 Leadership for the Nonprofit Sector (5 cr.)

This course provides an overview and history of the third sector in American society, featuring governance and nonprofit corporation law. Government and business are the first two sides of the sector triangle. The course covers the relationships between the board and the executive director. Ethics topics typical to nonprofit organizations, such as conflict of interest, fiduciary responsibility, human resources, and board organizational structures, are examined in depth. The role of nonprofit organizations in

fostering social change is a major component of this course, and the emerging trend toward entrepreneurship in nonprofits is examined in detail.

PPPA 8341 Fund Raising and Marketing in Nonprofit Organizations (5 cr.)

This course examines the history of philanthropy and the philosophy of giving, and their relationship to the nonprofit sector in the United States. The principles of development and their relationship to organizational mission, governance, and capacity are a core part of the course. The course provides students with an understanding of the many fund-raising techniques and funding sources that generate financial support for nonprofits, as well as the contexts of their use.

PPPA 8342 Nonprofit Management (5 cr.)

This course provides the basis for understanding nonprofit management issues and for understanding how management in the nonprofit sector differs from both public and business administration. It includes special issues of nonprofit management, such as mission, budgeting, financial management, strategic planning, and outcome evaluation and assessment.

PPPA 8350 Historical and Contemporary Issues in Criminal Justice (5 cr.)

This course looks at the evolution of crime—from lone criminals to worldwide syndicates—using the scientific rigor built into the selected readings and discussions. Among the topics examined are the philosophy of community- and problem-oriented policing, transnational crime, terrorism, and the new nexus between them. The course equips current and future leaders with the knowledge and depth of understanding to assess and manage the opportunities, innovations, and challenges in their profession.

PPPA 8351 Policy Analysis in the Criminal Justice System (5 cr.)

This course reviews key court decisions and explores the tension between constitutionally guaranteed individual rights and crime-prevention and public-safety efforts. The course also covers policy analysis and planning in the criminal justice field, and offers an understanding of the policy context in which the criminal justice system functions.

PPPA 8352 Leadership: Putting Theory Into Practice in Criminal Justice Administration (5 cr.)

This course introduces students to the problems that currently confront the administration of the criminal justice system, as well as problems predicted for the future. So that students are prepared to lead efforts to address these challenges, this course offers powerful models for strategic, critical, and reflective thinking. This course also immerses students in discussion about the major components of effective justice administration: organizational thought and theory, leadership, human capital, policy development and implementation, and collaboration with other public safety and community organizations.

PPPA 8360 Public Safety Issues (5 cr.)

This is a comprehensive survey of the issues faced by public safety agencies and personnel at the local, state, and national level, including police and sheriff, emergency medical, and fire services and related organizations. It emphasizes communication and coordination between public safety organizations.

PPPA 8361 Managing Public Safety Organizations (5 cr.)

This course examines how public safety leaders find solutions to major issues confronting their operating systems, both organizations and communities, through research, analysis, planning, and decision-making. It adapts classic business management techniques and leadership principles to public safety operations. The concepts of “first-planner” and “first-responder” are introduced. Solutions and alternatives to varied situations confronting public safety managers are developed. Emphasis is on systems approaches, environmental analyses, contingency planning, implications for change, coordination, and controls.

PPPA 8362 Ethics in Preserving Public Safety (5 cr.)

This course applies the lessons of the first two courses in the specialization—management issues and planning solutions—to specific cases of leadership and personal responsibility in the public safety field. Using primarily the case study method, students will analyze leadership and ethical issues public safety officials encounter in their work and develop effective approaches for how standards and ethics can best be instilled throughout a public safety organization. Students analyze classic cases, including the federal 9/11 Commission report, for lessons applicable to any public safety agency and situation—in intelligence, planning, operations, command, interagency coordination, communication, and technology.

PPPA 8380 Policy and Politics in American Political Institutions (5 cr.)

This course introduces students to the crafts of policy-making and analysis in the American democratic system. It covers the policy process—agenda setting, using policy analysis tools, managing the political process, implementing policy, and providing evaluation and feedback. Students develop skills in policy and economic analysis, as well as skills in determining the political feasibility of proposed policies. Regulation as a policy choice is discussed. Students completing this course will enhance their abilities to develop alternatives and to assess strategies that are proposed to achieve certain policy objectives. Policy areas of interest to students form the foundation of this course and may include communications, immigration, social, transportation, housing, labor, arts, and environmental policies.

PPPA 8381 Program Public Policy and Evaluation (5 cr.)

This course provides an introduction to the tools used by policy-makers and policy analysts to evaluate the impact of social programs. Topics include selecting programs to evaluate, crafting program descriptions, identifying stakeholders and their interests, developing logic models, framing evaluation questions, applying utilization-focused evaluation techniques, using quantitative and qualitative tools to complete formative and summative evaluations, and formulating evaluation reports, and providing feedback to decision-makers. By the end of the course, each student develops a program evaluation design for a social program.

PPPA 8382 Public Policy and Finance (5 cr.)

This course covers both micro- and macroeconomic models used in policy formulation and how public finance influences policy choices as well as implementation alternatives. Students examine tax policies and tax incentive models, budgeting, public/private models, market influences on policy, the impact of government expenditures on income redistribution, and economic considerations of welfare, food stamps, workers' compensation, and Social Security. Outsourcing of public programs is also examined.

PPPA 8390 Strategic Context of Public Management and Leadership (5 cr.)

Public policy implementation can take place in either a public organization, a private one, a nonprofit one, or a combined or networked one. This course engages learners in a collaborative study of the changing strategic context of public administration as they apply a strategic planning and management approach to the implementation of public policy. Learners are introduced to planning, management, financial management, performance management, and contracting processes in the organization whose purpose it is to implement public policy.

PPPA 8391 Transformative Change in a Shared-Power World (5 cr.)

This course engages students in collaborative study of the nature and methods of transformative change in the complex human systems of contemporary public organizations. Students learn a pragmatic action learning process for learning from the experience of transformative change in complex systems. The dynamics of complex adaptive systems are studied to gain an understanding of how large-scale and highly interrelated human systems change through self-organization. Appreciative inquiry and other selected methods of transformative change are studied and applied to a positive organizational change situation of

special interest to the students. Students also develop professional action habits for pragmatic action learning in the practice of public administration.

PPPA 8392 The Language of Leadership (5 cr.)

In today's complex environment, leaders engaged in shaping public policy must know how to use the emotional as well as the intellectual power of language to motivate, inspire, and competently manage their organizations. Dynamic leadership requires understanding and use of techniques that affect both conscious and unconscious influences on human behavior. Effective communication connects at many different levels. This course provides students both theoretical and practical information demonstrating the necessary components for making such connections and show them why stories, symbols, and metaphors are an essential element in the language of leadership.

PPPA 8400 Nonprofit and Governmental Budgeting and Finance (4 cr.)

This course examines governmental and nonprofit budgeting policies and practices, as well as the fiscal climate within which these organizations have to operate. Students gain a better understanding of the role of finance in public and nonprofit organizations and the theories underlying major fiscal policy debates. They also learn how to construct budgets and capital improvement plans, as well as how to successfully generate funds to support nonprofit sector organizations.

PPPA 8405 Ethics and Social Justice (5 cr.)

Ethics is a foundational element of leadership. Leaders face increasingly complex social and political challenges as they seek to meet the needs of diverse constituents. This course explores ethics and social justice related to economic disparity, power, and privilege. Students use demographic data, current social trends, and themes to understand, analyze, and address ethical and social justice issues that impact service delivery in a global community.

PPPA 8431 Finance and Budgeting for the Public Sector (5 cr.)

Sound financial practices are crucial to managing scarce funds in the public sector. This course examines finance and budgeting concepts, policies, and practices related to organizations as well as the fiscal climate within which they operate. Students gain an understanding of theories underlying fiscal policy, and they read and analyze budgets, financial statements, and financial reports. Other topics include the use of auditing practices, tax systems, financial management, budgetary reform, and financial technology systems specific to government organizations. Students apply what they learn to developing budget and financial projects relevant to public organizations.

PPPA 8432 Finance and Budgeting for the Nonprofit Sector (5 cr.)

Sound financial practices are crucial to managing scarce funds in the nonprofit sector. This course examines finance and budgeting concepts, policies, and practices related to organizations as well as the fiscal climate within which they operate. Students gain an understanding of theories underlying fiscal policy; they read and analyze budgets, financial statements, and financial reports. Other topics include the use of auditing practices; financial relationships with government, donors, and other sources of revenue; financial management, budgetary reform, and financial technology systems. Students apply what they learn to developing budget and financial projects relevant to nonprofit organizations.

PPPA 8465 Strategic Planning: Collaboration, Cooperation, and Coordination (5 cr.)

In an increasingly complex world, leaders and managers in public, private, and nonprofit organizations need to be strategic in planning and creating effective, collaborative programs and services. This course explores the role and process of strategic planning with an emphasis on collaboration, cooperation, and coordination within and among organizations. Students apply these concepts to real-life situations and organizations.

PPPA 8465 Strategic Planning: Collaboration, Cooperation, and Coordination (5 cr.)

In an increasingly complex world, leaders and managers in public, private, and nonprofit organizations need to be strategic in planning and creating effective, collaborative programs and services. This course explores the role and process of strategic planning with an emphasis on collaboration, cooperation, and coordination within and among organizations. Students apply these concepts to real-life situations and organizations.

PPPA 8740 Disaster, Crisis, and Trauma (5 cr.)

This course defines natural and human-made disasters (e.g., war, violence, genocide, terrorist activities), and reviews how they impact the psychology of individuals and groups. Topics include theories of trauma; actions and behaviors following a disaster; stress, coping, and adjustment difficulties; psychological disorders (e.g., post-traumatic stress disorder); and available resources to deal with trauma. The course emphasizes the importance and development of culturally appropriate service delivery programs and interventions for individuals affected and traumatized by disasters.

PPPA 8741 Psychology of Terrorism (5 cr.)

This course will examine the history, philosophy, techniques, and countermeasures to terroristic threats to public safety. Topics include aspects of international and domestic terrorism with an emphasis on its roots viewed from the broadest possible political, sociological, and cultural perspectives; factors and catalysts attributed to the terrorism phenomena, including poverty, psychology (e.g., motivational factors and antisocial behaviors), social injustice, oppression, and religion; and impact of media and technology in aiding and countering terroristic activities.

PPPA 8500 Organizational Theory and Behavior (4 cr.)

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

PPPA 8600 Human Resource Management (4 cr.)

This course is a survey of philosophy, approaches, and systems of managing people in government and nonprofit organizations. It includes historical developments, personnel management practices and behaviors, and current issues. It examines recruitment, classification, compensation, training, evaluation, and labor-management relations functions.

PPPA 8700 Policy Analysis (4 cr.)

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

PPPA 8800 Strategic Management of Information (4 cr.)

This course is designed to give students an in-depth understanding of information resources and their implications for the public and nonprofit sectors. Advancements in information technology, which are making e-government a reality and are causing administrators to rethink their approach to service delivery, are explored as well as new ways of structuring organizations for greater productivity. The human systems and organizational culture impacts of information technology are also examined.

PPPA 8810 Fundamentals of Law and Public Policy (5 cr.)

Legal decisions and the law have an impact on the creation of public policy. This course explores the relationship between laws and public policy and the impact court decisions have on policy and policy leaders. Topics include legal concepts and terminology, legal jurisdictions, case law, seminal cases, and the Supreme Court's roles and procedures. Students apply fundamental legal concepts and principles to case studies and contemporary problems.

PPPA 8811 Legal Research for Policy Practitioners (5 cr.)

There is a wealth of vital legal knowledge available to public policy practitioners. In this course, students are introduced to a number of print and electronic resources available for legal research and gain an understanding of how the law is used to inform the creation of public policy. Topics include navigating legal libraries, citing cases, and using research to support public policy. Students apply legal research to case studies and contemporary issues.

PPPA 8812 Contemporary Cases and Issues in the Courts (5 cr.)

Major issues in the U.S. Supreme Court have an impact on public policy at the state and local level. This course examines major Supreme Court decisions and explores how these decisions can affect public policy. Topics include individual rights, property rights, administrative law, immigration law, and foreign policy. Students apply legal research and verdicts to case studies and current issues.

PPPA 8820 Elements of Sustainable and Livable Communities (5 cr.)

Creating and maintaining sustainable and livable communities requires leaders who understand the connections among the natural, built, and social environments, and who can address these connections in a holistic and integrated fashion. This course introduces the concepts of sustainability and livability and examines popular approaches to creating and maintaining communities that are more environmentally sound, economically prosperous, and socially equitable. In particular, students focus on strategies to halt urban sprawl and to promote alternative modes of transportation. Students define and explore these concepts through case studies and examples drawn from local communities.

PPPA 8821 Tools for Sustainable Community Development (5 cr.)

Effective community leaders require comprehensive tools and resources to create livable and sustainable communities. Students explore topics including demographic analysis and forecasting, citizen engagement, economic forecasting and budgeting, acquisition of alternative funding sources, GIS technology, comprehensive use planning, and other tools and resources needed to meet the challenge of creating and maintaining sustainable communities. Students use case studies and examples drawn from local communities to identify and apply appropriate strategies.

PPPA 8822 Current Issues in Regional and Local Public Policy (5 cr.)

Local government leaders must understand and address complex and interrelated issues, including public health and safety, urban sprawl, immigration transportation, aging of the baby-boom generation, affordable housing, living-wage jobs, and threats to natural resources. This course explores current concepts with an emphasis on creating livable and sustainable communities through cooperation, coordination, and collaboration of community stakeholders. Students use local community examples to assess critical issues and identify problem-solving strategies.

PPPA 8840 Independent Study (4 cr.)

This course provides students an opportunity to create and conduct an individualized area of study. Students are assigned an instructor to assist and assess the work completed during the course.

PPPA 8920 Health Services Financial Management (5 cr.)

This course focuses on the functional role of the health care finance manager and the basic tools of health care financial decision-making. Topics include financial reporting statements, cost concepts and decision-making, budgeting techniques, cost variance analysis, time valuing of money procedures, capital acquisition, debt and equity financing, and working capital cash management.

PPPA 9000 Dissertation (20 cr.)

This course offers doctoral students the opportunity to integrate their Program of Study into an in-depth exploration of an interest area that includes the completion of a research study. Students complete the dissertation independently, with the guidance of a dissertation supervisory committee chair and committee members. Students complete a prospectus, proposal, Institutional Review Board application, and dissertation. Once students register for PPPA 9000, they will be registered each term until successful completion of the dissertation. (*Prerequisites: Core KAMs, RSCH 8100P, RSCH 8200P, and RSCH 8300P.*)

PPPA 9000 Dissertation (30 cr.)

This course offers doctoral students the opportunity to integrate their Program of Study into an in-depth exploration of an interest area that includes the completion of a research study. Students complete the dissertation independently, with the guidance of a dissertation supervisory committee chair and committee members. Students complete a prospectus, proposal, Institutional Review Board application, and dissertation. Once students register for PPPA 9000, they will be registered each term until successful completion of the dissertation. (*Prerequisites: Core KAMs, RSCH 8100P, RSCH 8200P, and RSCH 8300P.*)

PREL

PREL 3001 Principles of Public Relations (5 cr.)

This course prepares the learner to understand, appreciate, and apply the fundamentals of public relations. Learners will come to understand the relationships practitioners have with both internal and external publics who are affected by, and who affect, an organization's actions or planning. Learners will also build their command of the basic principles and practices of PR, while applying those concepts to real-world scenarios. (*Prerequisite: COMM 1003.*)

PREL 4101 Publicity and Public Relations (5 cr.)

In this course, the learner will advance to applications of principles and concepts of public relations specifically targeting positive publicity of persons, places, and purposes. Case studies are used extensively to develop expertise through analyzing both successes and failures in the real world. (*Prerequisite: PREL 3001.*)

PREL 4102 Public Relations and Advertising (5 cr.)

This course provides the learner with the ability to apply the principles and practice of public relations using the medium of advertising to achieve desired end results. The learner will draw upon the combined efforts of media relations, effective communications, market awareness, and integrated messaging to create leverage and opportunity for organizations, individuals, products and places. (*Prerequisite: PREL 3001.*)

PREL 4103 Crisis Communications (5 cr.)

Managing internal and external communications effectively in a situation of risk, crisis, and sudden change is a critical competence for organizations. This course examines successful and unsuccessful crisis communication efforts, and considers issues of contingency planning, speed, transparency, multiple modalities, stakeholder analysis, and ethics. (*Prerequisite: PREL 3001.*)

PSYC

PSYC 1002 Psychology as a Natural Science (5 cr.)

Psychology as it is known today has its roots in philosophy and in the natural sciences, such as biology and chemistry. In this first of a two-course sequence, students explore major theories and topics related to the natural science aspect of the science of psychology. Topics include major theoretical models in scientific psychology, research methods, biological bases of behavior, sensation and perception, consciousness, learning, memory, intelligence, motivation, and emotions. The focus of this course is on an understanding of how biological and physiological processes influence behavior. (*Prerequisite: COMM 1001.*)

PSYC 1003 Psychology as a Social Science (5 cr.)

Contemporary psychology is, in many ways, the study of how people interact, relate, and develop as members of society. In this second part of a two-course sequence, students are introduced to the principal theories, topics, and applications related to the social science aspects of psychology, including social, developmental, cultural, personality, and abnormal psychology. Students apply what they learn to case studies and real-life examples, focusing on how individuals are influenced by their environments. (*Prerequisite: COMM 1001.*)

PSYC 2001 Cross-Cultural Psychology (5 cr.)

Contemporary life requires the ability to relate to people who are different. Students in this course will examine key concepts related to understanding life in a multicultural world. Topics include theories of culture; the role of psychology in understanding oppression; acculturation; cultural aspects of cognition; mental health; physical health; aggression; and emotion. Students will be able to explain how behavior is affected by an increasingly diverse and multicultural world. (*Prerequisites: PSYC 1001, or PSYC 1002, or PSYC 1003.*)

PSYC 2002 Human Development: Childhood and Adolescence (5 cr.)

Humans undergo rather amazing developmental changes across the lifespan. Significant changes occur during the period spanning from the in utero stage to young adulthood. In this course, students are introduced to key theories related to the development of infants, children, and adolescents. Topics include social, biological, and cognitive maturation processes. Cross-cultural issues in development are discussed. (*Prerequisites: PSYC 1001, or PSYC 1002, or PSYC 1003.*)

PSYC 2003 Human Development: Adulthood (5 cr.)

Adulthood represents a rich developmental experience that includes a number of important life transitions. In this course, students are introduced to the key theories and applications of adult development. Topics include the social, biological, and cognitive maturation processes that define development through adulthood into older age, and specific transitions including career, love and relationships, and retirement. Cross-cultural issues in development are explored. (*Prerequisites: PSYC 1001, or PSYC 1002, or PSYC 1003.*)

PSYC 2004 Motivation and Emotion (5 cr.)

What drives people to do what they do is the focus of the study of motivation and emotion. In this course, students explore basic theories of motivation and emotion; bodily needs, such as hunger and thirst that drive people to action; motivation concepts such as psychological needs, self concept and personality traits; and concepts explaining emotions as motivators. Students also will address cultural influences on motivation and emotion. (*Prerequisites: PSYC 1001, or PSYC 1002, or PSYC 1003.*)

PSYC 2005 Social Influences on Behavior (5 cr.)

It has been said that no person is an island, meaning, in part, that people are influenced by others and by the social situations in which they find themselves. This course focuses on the basic concepts and applications of social psychology, and includes such topics as attitudes, beliefs, and behavior; stereotyping, prejudice and discrimination; interpersonal relationships; group behavior; and the effect of environmental stressors on behavior. Students apply principles learned to case studies and to situations in daily life. (*Prerequisites: PSYC 1001, or PSYC 1002, or PSYC 1003.*)

PSYC 2007 Adjustment in the 21st Century (5 cr.)

In a world that seems to change rapidly, the ability to adjust to changing situations is an important consideration for physical and psychological health. In this course, students learn ways to approach the overall issue of psychological adjustment. Topics include stress management, physical and psychological health, relationships, communication, sexual behavior, workplace changes, and issues in development. Students apply psychological theories to bettering their psychological well-being. (*Prerequisites: PSYC 1001, or PSYC 1002, or PSYC 1003.*)

PSYC 2008 Learning (5 cr.)

How do people learn, and what are the strategies that maximize learning? This course provides students with an introduction to the cognitive and behavioral bases of learning and memory. Topics include classical and operant conditioning, introduction to theories of short- and long-term memory, and cognitive science approaches to learning. Students apply principles learned to optimizing their own performance. (*Prerequisites: PSYC 1001, or PSYC 1002, or PSYC 1003.*)

PSYC 3002 Data Analysis and Presentation (5 cr.)

One of the hallmarks of science, and of advertisers, is the use of numbers to convince people that a particular point of view is correct. In this course, students are introduced to basic statistical principles. Topics include creating and presenting descriptive statistics, introduction to hypothesis testing, two-group inferential tests, correlation, and the chi-squared test. The goal of the course is for students to be comfortable using statistics and to better understand the importance of statistics to research. (*Prerequisites: PSYC 1001, or PSYC 1002, or PSYC 1003.*)

PSYC 3003 Methods in Psychological Inquiry (5 cr.)

The interpretation of what is experienced can be influenced by a variety of factors that cloud judgment. In this course, students learn about research methods used to test hypotheses in an objective and systematic way to minimize biases, which results in drawing better conclusions. Topics include correlation vs. experimental methods; validity and reliability dependent and independent variables; qualitative vs. quantitative research, and statistical vs. clinical prediction. Students conduct a simple experiment and write up the results using American Psychological Association formats. (*Prerequisites: PSYC 1001, or PSYC 1002, or PSYC 1003.*)

PSYC 3004 Psychological Disorders (5 cr.)

“Diagnosing” friends and family members is a common occurrence as are discussions of what is considered normal and abnormal behavior. Students in this course are introduced to psychological disorders that form the basis of diagnosis in psychology. Topics include the concepts of “normal” and

“abnormal” as related to psychology; introduction to methods used in the process of diagnosis; measurement of psychological functioning; diagnosis; and an introduction to common disorders and their causes, including mood, thought, anxiety, substance abuse, sexual, personality, and dissociative disorders. Students differentiate among disorders and understand limits to effective diagnosis as well as apply what they have learned to case studies. (*Prerequisites: PSYC 1001, or PSYC 1002, or PSYC 1003.*)

PSYC 3005 Racial and Ethnic Identities (5 cr.)

Most people recognize and appreciate the uniqueness of human beings. Included in this uniqueness is the influence of race and ethnicity—both as they relate to self-perception and to the perception of others. In this course, students explore their own racial/ethnic identities as they relate to contemporary psychological knowledge. Topics include racial identity development; intersection of racial identity and other forms of identity development; multiracial/multiethnic identities; and the effect of identity on intergroup relations. Students apply psychological concepts to better understand their own sense of ethnic/racial identity and how that identity shapes their experiences in the world. (*Prerequisites: PSYC 1001, or PSYC 1002, or PSYC 1003.*)

PSYC 3006 Psychology of Gender (5 cr.)

Psychological research has demonstrated that there are few differences between men and women. And yet history and conventional thinking say otherwise. In this course, students are introduced to the basic theories, principles, and applications of gender and gender differences. Topics include distinctions between sex and gender; masculinity and femininity; sexuality and sexual orientation; gender differences in social behavior, perceptual, and cognitive abilities; and cross-cultural research on gender and sexuality. Through discussion and applications, students “debunk” myths surrounding sex and gender similarities and differences and apply theories learned to case examples and individual experiences. (*Prerequisites: PSYC 1001, or PSYC 1002, or PSYC 1003.*)

PSYC 3007 Influence and Persuasion (5 cr.)

What is it that influences people to take actions, sometimes in spite of their best intentions? This course examines major concepts of related to influence and persuasion, an important area of social psychology. Topics include attitudes and how to change attitudes; attitudes and behavior change; communication; media and consumer behavior; politics; and influence by leaders. Students apply principles of influence and persuasion to case studies and to real-life experiences. (*Prerequisites: PSYC 1001, or PSYC 1002, or PSYC 1003.*)

PSYC 3009 Psychology of Leadership (5 cr.)

Are leaders made or born? This question has been debated for decades. This course considers the question and examines theories and principles of leadership and leader development. Topics include models and styles of leadership, characteristics of effective leaders, cultural issues related to leadership, leader development, leadership measures, and leadership maintenance. Students apply leadership concepts and principles to themselves and to others. (*Prerequisites: PSYC 1001, or PSYC 1002, or PSYC 1003.*)

PSYC 4001 Cultural Perspectives in Health Psychology (5 cr.)

How does one’s culture influence health-related behavior? How does culture impact an individual’s response to stress, pain, and illness? In this course, students learn how biological, psychological, sociological, and cognitive factors affect individual health behaviors. Topics include cultural responses to health, stress management, and coping mechanisms; pain theory and management techniques; health psychology theories and models; and strategies for helping people achieve health psychology goals when faced with illness. Students apply principles of health psychology case studies and real-life examples related to promoting, achieving, and maintaining optimal health, as well as psychological adjustment to illness for numerous cultures. (*Prerequisites: PSYC 1001, or PSYC 1002, or PSYC 1003.*)

PSYC 4002 Brain and Behavior (5 cr.)

Understanding the brain and how it functions has contributed significantly to the understanding of how people react and adapt to their environments. In this course, students examine basic brain physiology and learn how the brain functions to control behavior. Topics include specific applications of brain structure to memory and attention, sensation and perception, development, socialization, motivation and emotion, and socialization. Students apply what they have learned about the brain to psychological health and well-being. (*Prerequisites: PSYC 1001, or PSYC 1002, or PSYC 1003.*)

PSYC 4006 Global Perspectives in Psychology (5 cr.)

While psychology tends to be Western in focus, increased globalization has provided insights into a broader explanation of human behavior as well as an examination of the influence of cultural and global trends on individual and group behavior. In this course, students explore a variety of perspectives in psychology and some of the issues and controversies such differing perspectives raise. Topics include cultural relativism; cross-cultural research on sex and gender, aggression, influence, perceptions, and cognition; and cross-cultural research—how it is conducted and why it is important. Students critically evaluate psychological issues from a global rather than a domestic perspective. (*Prerequisites: PSYC 1001, or PSYC 1002, or PSYC 1003.*)

PSYC 4007 Judgment, Choice, and Decision-Making (5 cr.)

What influences how decisions are made? And why do people make the choices they make? In this course, students learn the basic principles of decision-making. Topics include heuristics (mental shortcuts to decision-making), biases in thinking that influence decisions such as confirmatory and hindsight biases, and the role of expectations on decision-making. Students apply concepts in decision-making to better understand their own choices. (*Prerequisites: PSYC 1001, PSYC 1002, or PSYC 1003.*)

PSYC 4008 Intergroup Conflict and Peace Building (5 cr.)

In a world that is encumbered with conflict, tension, and injustice, strategies for building peace are essential. In this course, students learn theories and principles of conflict management and resolution. Topics include theories and applications of intergroup dynamics, conflict, and aggression; principles and underlying philosophies of nonviolence; and the use of social science principles to understand conflict and promote peace. Students apply principles of peace-building to proposing solutions for contemporary, individual, and social issues. (*Prerequisites: PSYC 1001, PSYC 1002, or PSYC 1003.*)

PSYC 4010 Capstone: Professional Issues and Ethics in Psychology (5 cr.)

What do psychologists do? How do ethical standards apply to the variety of roles and settings in which psychologists engage? In this course, students apply ethical principles and standards to psychotherapy and counseling, assessment and testing, special populations, organizational and business settings, teaching, supervision, and research. They demonstrate their understanding through applications of ethics to these roles and settings and through analyses of case scenarios. Students integrate what they have learned in their psychology program with this course on ethics, and apply this knowledge to being a socially responsible social scientist and citizen of the world. (*Prerequisites: PSYC 1002, PSYC 1003, PSYC 2001, PSYC 3002, and PSYC 3003.*)

PSYC 5005 Business Concepts for the Organizational Development Professional (5 cr.)

This course explores the language of work, business, and management structures and processes, and the human and market factors that determine organizational success. It examines topics such as finance, marketing, accounting, strategic planning, organizational design, and quality and process improvement. Applications include the examination and analysis of information sources that assess overall organizational health. **Note:** To register for this course, please contact the Academic Advising Team.

PSYC 5205 History and Systems of Psychology (5 cr.)

This course focuses on the historical and philosophical roots of psychology and counseling. Topics include structuralism, functionalism, behaviorism, psychoanalysis, gestalt, and existentialism, as well as contemporary perspectives including evolutionary psychology, positive psychology, postmodernism, and feminist psychology. Themes of diversity and multiculturalism in psychology and counseling are highlighted within each of the perspectives. **Note:** To register for this course, please contact the Academic Advising Team.

PSYC 5211 Contemporary Issues in Psychology (5 cr.)

This course is an advanced-level overview of the core areas, topics, and concepts in psychology, through a consideration of related contemporary issues. Major topics include biological bases of behavior, learning and memory, cognition, motivation, lifespan development, theories of personality, stress and coping, psychological disorders, and social psychology. Students learn and practice critical-reading and analysis skills through reviews of journal articles and media publications, focusing specifically on distinguishing facts and opinions, identifying bias in writing, and understanding the importance of data and evidence. Students use this knowledge in the analysis and composition of scientific writing. Themes of diversity are highlighted throughout the course. **Note:** Previously listed as PSYC 6210 Advanced General Psychology. To register for this course, please contact the Academic Advising Team.

PSYC 5212 Principles of Organizational Psychology and Development (5 cr.)

This course provides the theoretical foundation for organizational inquiry leading to a deeper understanding of how organizations function. Topics include change management; organizational culture, behavior, and development; group dynamics; and systems-level thinking. Applications include the identification of organizational development opportunities based on an analysis of an organization. **Note:** To register for this course, please contact the Academic Advising Team.

PSYC 5235 Cognitive Psychology (5 cr.)

This course, illuminated by cognitive neuroscience, examines various domains of cognitive psychology including how information is acquired (i.e., basic learning processes, perception, and attention); fundamental issues of memory and representations of knowledge; language and understanding; thinking (e.g., reasoning, problem-solving, expertise and creativity, and judgment and decision-making); and emotions. The course begins with an overview of the history of the field and approaches used to study the mind; it continues with an examination of the fundamentals of cognition. Additionally, it explores individual and cultural differences across domains. **Note:** To register for this course, please contact the Academic Advising Team.

PSYC 5240 Human Motivation (5 cr.)

This course provides an overview of physiological, psychological, and social aspects in the study of motivation and includes an exploration of historical and contemporary theories and perspectives. The course emphasizes both conceptual understanding of theories associated with motivation and their applications to personal, professional, and social issues. Major topics include physiological, learned, cognitive, and emotional aspects of motivation. Themes of diversity are threaded throughout the course. **Note:** To register for this course, please contact the Academic Advising Team.

PSYC 5305 Statistics I (5 cr.)

This course provides students with a thorough analysis of basic descriptive and inferential statistical methods commonly used in the social sciences and the skills with which to write, analyze, and critique social science research. Methods include computation and analysis of frequency distributions, measures

of central tendency, and statistical hypothesis testing. Statistical tests (and underlying assumptions) include *z*-score, single-sample, independent-samples and related-samples *t* tests, analysis of variance, correlation, regression, and chi-square tests. This course includes an introduction to and use of the SPSS statistical software package. **Note:** To register for this course, please contact the Academic Advising Team.

PSYC 5310 Research Design (5 cr.)

This course provides students with a foundation in the design of qualitative, quantitative, and mixed-method approaches to psychological research. Students learn the strengths and limitations of each method and under what circumstances each approach would be the most appropriate research design. Students learn how to identify a topic for research, how to conduct a literature search, and the importance of scholarly writing. Students learn to write a research proposal, addressing the following key elements: researching, writing an introduction, stating a purpose for the study, identifying research questions and hypotheses, using theory, defining the significance of the study, and collecting and analyzing data. Students are exposed to legal and ethical issues associated with human subjects' protection. **Note:** To register for this course, please contact the Academic Advising Team. (Prerequisite: PSYC 4305)

PSYC 5315 Tests and Measurement (5 cr.)

This course provides students with an overview of the different types of tests used in clinical, educational, and organizational settings. It includes a comprehensive examination of psychometric properties used to develop and evaluate these instruments. Topics include normative sampling and standardization, reliability and validity, test score interpretation, and test development. The course also addresses ethical, legal, and sociocultural issues including cultural bias and fairness. Professional standards for testing provide a foundation for the course. **Note:** To register for this course, please contact the Academic Advising Team. (Prerequisite: PSYC 5305.)

PSYC 6001 Foundations for Graduate Study in Psychology (1 cr.)

This course introduces students to Walden University and to the requirements for successful participation in an online curriculum. It provides a foundation for academic and professional success as a scholar-practitioner and a social change agent. Topics include the relation of mission and vision to professional goals; development of the Program of Study and Professional Development Plan; strategies for online success; introduction to the online library; and introduction to critical thinking, professional writing, and academic integrity. Course assignments focus on practical application of writing and critical-thinking skills and promote professional and academic excellence.

PSYC 6005 Business Concepts for the Organizational Development Professional (5 cr.)

This course explores the language of work, business, and management structures and processes, and the human and market factors that determine organizational success. It examines topics such as finance, marketing, accounting, strategic planning, organizational design, and quality and process improvement. Applications include the examination and analysis of information sources that assess overall organizational health.

PSYC 6205 History and Systems of Psychology (5 cr.)

This course focuses on the historical and philosophical roots of psychology and counseling. Topics include structuralism, functionalism, behaviorism, psychoanalysis, gestalt, and existentialism, as well as contemporary perspectives including evolutionary psychology, positive psychology, postmodernism, and feminist psychology. Themes of diversity and multiculturalism in psychology and counseling are highlighted within each of the perspectives.

PSYC 6211 Contemporary Issues in Psychology (5 cr.)

This course is an advanced-level overview of the core areas, topics, and concepts in psychology, through a consideration of related contemporary issues. Major topics include biological bases of behavior, learning and memory, cognition, motivation, lifespan development, theories of personality, stress and coping, psychological disorders, and social psychology. Students learn and practice critical-reading and analysis skills through reviews of journal articles and media publications, focusing specifically on distinguishing facts and opinions, identifying bias in writing, and understanding the importance of data and evidence. Students use this knowledge in the analysis and composition of scientific writing. Themes of diversity are highlighted throughout the course.

PSYC 6212 Principles of Organizational Psychology and Development (5 cr.)

This course provides the theoretical foundation for organizational inquiry leading to a deeper understanding of how organizations function. Topics include change management; organizational culture, behavior, and development; group dynamics; and systems-level thinking. Applications include the identification of organizational development opportunities based on an analysis of an organization.

PSYC 6213 Strategic Talent Management and Development (5 cr.)

This course explores how to leverage people in organizations to achieve business success and how to leverage business strategy to foster individual growth. Topics include talent acquisition and retention, workforce and succession planning, organizational communication, leadership, and performance management. Applications include the preparation of a strategic talent management and development audit and the development of an overall talent management and development strategy.

PSYC 6214 Consulting for Organizational Change (5 cr.)

This course explores methods for accelerating individual, group, and organizational performance through consulting, coaching, and change management. The course addresses topics such as organizational assessment; team development; strategic planning; group dynamics; power, politics, and influence; leadership; and conflict management. Applications include the assessment of an organization and the development of strategies to address identified needs for change.

PSYC 6215 Lifespan Development (5 cr.)

This course provides students with an overview of development through the lifespan, including childhood, adolescence, adulthood, and aging experiences. Physical, social, emotional, and cognitive issues are covered, as well as the expected developmental milestones during each of these phases of development. The latest research in attachment theory, brain research, and aging is included, and themes of diversity issues related to developmental research are highlighted throughout the course.

PSYC 6216 Dynamics of Contemporary, International, and Virtual Organizations (5 cr.)

This course explores the implications of the changing nature of organizations including the emergence of international and virtual organizations in a global economy. It addresses the unique opportunities and challenges for organizations including for-profit, nonprofit, government, international, and virtual organizations. Applications include the utilization of knowledge and skills acquired during the program in a specific type of organization.

PSYC 6220 Psychology of Personality (5 cr.)

This course introduces students to the major theories of personality and personality assessment approaches. Research that supports various theories is presented. Basic concepts and principles of the various schools of thought are discussed. Major topics include psychoanalytic, biological, behaviorist, learning, social-cognitive, trait and skill, humanistic, and existential aspects of personality, as well as

individual, cultural, and gender differences in personality. Themes of diversity are highlighted throughout the course.

PSYC 6225 Biopsychology (5 cr.)

This course reviews the structure and functions of the central and peripheral nervous systems and explores the impact of neurobiology, endocrinology, and physiology on human behavior. Major topics include brain functioning, including exploration of neural conduction, effects of neurotransmitters, sensory systems, and mechanisms of attention, memory, perception, and language. Issues related to neuroplasticity, lateralization, and regeneration are addressed.

PSYC 6235 Cognitive Psychology (5 cr.)

This course, illuminated by cognitive neuroscience, examines various domains of cognitive psychology including how information is acquired (i.e., basic learning processes, perception, and attention); fundamental issues of memory and representations of knowledge; language and understanding; thinking (e.g., reasoning, problem-solving, expertise and creativity, and judgment and decision-making); and emotions. The course begins with an overview of the history of the field and approaches used to study the mind; it continues with an examination of the fundamentals of cognition. Additionally, it explores individual and cultural differences across domains.

PSYC 6240 Human Motivation (5 cr.)

This course provides an overview of physiological, psychological, and social aspects in the study of motivation and includes an exploration of historical and contemporary theories and perspectives. The course emphasizes both conceptual understanding of theories associated with motivation and their applications to personal, professional, and social issues. Major topics include physiological, learned, cognitive, and emotional aspects of motivation. Themes of diversity are threaded throughout the course.

PSYC 6245 Social Psychology (5 cr.)

In this course, you will use the lens of social psychology to examine both social cognitions and social behavior—nearly all phenomena that pertain to the individual in society. You will explore the topics of perceptions, attitudes, relationships and attraction, the motivation to help others, prejudice and aggression, conformity and obedience, group behavior, and the influence of culture, and consider how knowledge of these topics can be used to effect positive social change. Your application of what you learn in this course culminates in a final project in which you develop a plan for using social psychology research to address a significant social problem. Moreover, your learning in this course will extend to your personal and professional life, and truly enable you to effect positive social change as a scholar-practitioner committed to doing so.

PSYC 6250 Group Process and Dynamics (5 cr.)

This course prepares students to work with groups in various settings. It examines group theory, process, and dynamics. Using relevant literature, multimedia resources, and a scholar-practitioner model, students develop an understanding of culturally and contextually relevant group practice, group leaders' roles and responsibilities, the relevance and purpose of group work, and strategies for using groups to foster social change.

PSYC 6290 Independent Readings (1–5 cr.)

This course provides students an opportunity to examine a topic area of interest in more depth than is provided in the course offerings. Students work with the course instructor to design a syllabus that guides the independent readings project. Content must include theoretical and empirical research literature that addresses implications related to diversity and professional practice. This course may be selected only

once during the student's Program of Study and cannot be used to replace a course that currently exists in the catalog. (*Prerequisite: Approved petition to academic advising.*)

PSYC 6301 Philosophical Foundations in Psychological Research (5 cr.)

This course introduces students to the nature of scientific discovery and explanation as it applies to the social sciences and to psychology in particular. Topics include the etiology and epistemology of science, the relationship between philosophy and science, the nature of scientific explanation, and the understandings of the progress of science (the "paradigm"). Philosophical movements that influence research and research priorities are reviewed, including positivism, constructivism, and other post-modern research paradigms (including feminist, race, and gay/lesbian psychologies).

PSYC 6304 Statistics 2 (5 cr.)

This course reviews and expands on statistical techniques mastered in Statistics 1: *t*-test, correlation analysis, ANOVA, and chi-square are briefly reviewed. Topics include understanding underlying assumptions and applications of factorial, repeated measures (within groups), and mixed design ANOVA, multiple regression, and logistic regression. Students learn applications necessary for completing doctoral dissertations and learn to critically read and write about psychological research. All analyses involve the use of the SPSS statistical software package. (*Prerequisite: PSYC 6305.*)

PSYC 6305 Statistics 1 (5 cr.)

This course provides students with a thorough analysis of basic descriptive and inferential statistical methods commonly used in the social sciences and the skills with which to write, analyze, and critique social science research. Methods include computation and analysis of frequency distributions, measures of central tendency, and statistical hypothesis testing. Statistical tests (and underlying assumptions) include *z*-score, single-sample, independent-samples and related-samples *t* tests, analysis of variance, correlation, regression, and chi-square tests. This course includes an introduction to and use of the SPSS statistical software package

PSYC 6306 Statistics 3 (5 cr.)

This course introduces students to multivariate statistics and their uses in the social sciences. Topics include data screening and cleaning, factorial ANOVA, analysis of covariance, multivariate analysis of variance (MANOVA), discriminant function analysis, multiple regression, logistic regression, path analysis, factor and principle components analysis, and structural equation modeling. Assignments focus on understanding theory and using SPSS to solve problems. (*Prerequisite: PSYC 6304.*)

PSYC 6310 Research Design (5 cr.)

This course provides students with a foundation in the design of qualitative, quantitative, and mixed-method approaches to psychological research. Students learn the strengths and limitations of each method and under what circumstances each approach would be the most appropriate research design. Students learn how to identify a topic for research, how to conduct a literature search, and the importance of scholarly writing. Students learn to write a research proposal, addressing the following key elements: researching, writing an introduction, stating a purpose for the study, identifying research questions and hypotheses, using theory, defining the significance of the study, and collecting and analyzing data. Students are exposed to legal and ethical issues associated with human subjects' protection. (*Prerequisite: PSYC 6305.*)

PSYC 6311 Qualitative Analysis (5 cr.)

This course focuses on five major traditions of qualitative research methodology: phenomenology, grounded theory, ethnography, biography, and case study. In the context of each of the traditions, varying

approaches to proposal planning, research design, data collection, data analysis, aspects of quality and verification, ethical and legal issues, and interpretation and presentation of results in the narrative report are examined. Emphasis is on how to design a qualitative research project that could serve as the foundation for thesis or dissertation work. (*Prerequisite: PSYC 6305 and PSYC 6310.*)

PSYC 6314 Program Evaluation (5 cr.)

This course introduces students to evaluation research. Topics include the history and theory underlying program evaluation; approaches to evaluation; procedures and techniques for entering a group for which one would provide evaluation services; selecting appropriate quantitative and/or qualitative models and techniques used to perform the evaluation; strategies for getting gatekeepers to be invested in the development of the research and in the outcomes; demonstration of program effectiveness; and dissemination of results to stakeholders. (*Prerequisites: PSYC 6305 and PSYC 6310.*)

PSYC 6315 Tests and Measurement (5 cr.)

This course provides students with an overview of the different types of tests used in clinical, educational, and organizational settings. It includes a comprehensive examination of psychometric properties used to develop and evaluate these instruments. Topics include normative sampling and standardization, reliability and validity, test score interpretation, and test development. The course also addresses ethical, legal, and sociocultural issues including cultural bias and fairness. Professional standards for testing provide a foundation for the course. (*Prerequisite: PSYC 6305.*)

PSYC 6320 Advanced Methods in Mixed Qualitative-Quantitative Research Designs (5 cr.)

This course focuses on the use of both qualitative and quantitative research designs in psychological research. The course begins with a broad discussion of paradigms that guide qualitative and quantitative research traditions, including logical positivism, post-positivism, pragmatism, and constructivism. A number of methods common to each tradition are reviewed, and mixed-method approaches are explored in depth, including strategies for collecting, analyzing, and disseminating data, as well as how both methods can be incorporated at all stages of the research project. Emphasis is on how to design a mixed-method research project that could serve as the foundation for dissertation work. (*Prerequisites: PSYC 6305, PSYC 6310, and PSYC 6311.*)

PSYC 6331 Interviewing and Observational Strategies (5 cr.)

This course focuses on principles and skills related to interviewing and observation as well as related legal, ethical, and cultural issues. Students gain practice in conducting interviews, making behavioral observations, collecting and interpreting data during an interview, and developing written reports of findings. In addition to the course materials listed by the university bookstore, this course also requires that students have access to a video recording device, a tripod, and an audio recording device, which they will begin using the first week of class.

PSYC 6341 Psychological Assessment: Cognitive (5 cr.)

This course introduces students to basic skills related to cognitive and academic achievement testing. Students are presented with theoretical basis, skill sets, and examples, and learn to establish and maintain rapport in a testing situation; administer, record, and score specific measures of cognitive ability and academic achievement; interpret test results; and summarize results in a written report. The focus is on applied aspects of psychological testing. (*Prerequisites: Matriculation into the Counseling Psychology, Clinical Psychology, or School Psychology specializations, or M.S. in Mental Health Counseling students by permission; a grade of B or better in PSYC 6315 or in another graduate course in tests and measurements.*)

PSYC 6351 Psychological Assessment: Personality (5 cr.)

This course introduces students to basic skills related to assessment of personality and social-emotional functioning. Students are presented with theoretical basis, skill sets, and examples, and learn to establish and maintain rapport in a testing situation; administer, record, and score specific measures of personality and social-emotional functioning; interpret test results; and summarize results in a written report. The focus is on applied aspects of psychological testing. (*Prerequisites: Matriculation into Counseling, Clinical, or School specializations, or M.S. in Mental Health Counseling students by permission; a grade of B or better in PSYC 6315 or in another graduate course in tests and measurements.*)

PSYC 6390 Thesis (12 cr. minimum—6 cr. per term for minimum 2 terms)

This course provides students with the tools to integrate their Program of Study logically and comprehensively into an in-depth exploration of a topic of research interest. The goal of the course is the completion of the M.S. thesis. Students complete the thesis independently under the mentorship of a thesis chair and in a learning platform classroom that requires weekly participation. The thesis can be either a critical literature review with a proposed research design or an empirical study. Students are registered for PSYC 6390 until successful completion of the thesis. (*Prerequisites: Completion of all coursework; may be concurrently enrolled with last term of coursework.*)

PSYC 6391 Capstone I (5 cr.)

During this course, students work on a capstone project: (a) a Research Thesis, consisting of a critical literature review with a proposed research design focusing on a research topic related to organizational setting; or (b) a field experience that includes a paper describing the implementation and evaluation of an organizational change project. **Note:** *This course may be taken in conjunction with PSYC 6216. (Prerequisite: Completion of all other program courses, except PSYC 6392.)*

PSYC 6392 Capstone II (5 cr.)

During this course, students complete the capstone project they started in PSYC 6391. (*Prerequisite: PSYC 6391.*)

PSYC 6393 M.S. in Psychology Capstone (5 cr.)

During this course, students work on a capstone project during which they complete a major integrative paper on a topic related to their specialization, incorporating theoretical and practical knowledge, as well as social scientific research skills acquired throughout the program. Other capstone projects may be approved by the instructor.

PSYC 6465 Foundations of Industrial/Organizational Psychology (5 cr.)

This course introduces students to the field of industrial/organizational psychology. The major focus is on organizational theories and practices impacting the individual, group, and organization in a variety of industrial and organizational settings. Students learn to translate research and theory into practice in areas such as personnel selection, training, performance, and management, as well as in team and organizational development and change.

PSYC 6480 Psychology of Organizational Behavior (5 cr.)

This course examines the application of behavioral theories in organizational settings. The focus is on individual, group, and organizational behavior. Topics include individual differences in employee motivation and job satisfaction, group development, team building, organizational leadership, and organizational design, culture, and development. Students acquire a broad knowledge base in organizational psychology, its research, and its applications. (*Prerequisite: PSYC 6465.*)

PSYC 6510 Vocational Psychology and Counseling (5 cr.)

This course examines major career development theories, assumptions, and implications for practice. Career information programs and systems in terms of their application to personnel assessment, counseling, development, and placement are reviewed. Focus is placed on the implications of individual differences in cultural, gender, and age-related issues. Students obtain a theoretical and practical basis for supporting individuals in vocation selection and career development.

PSYC 6700 Psychology and Social Change (5 cr.)

This course focuses on the theories of social and personal change. Topics include power and social inequalities, ethnic inequalities, global environment and social change, issues related to gender and sexism, and homophobia. In addition, students are presented with impact of social change theories on children, families, and societies. The concepts of change agent and change advocate are explored as well as the role of the psychologist as change agent.

PSYC 6701 Culture and Psychology (5 cr.)

This course explores the cultural components, research, and theory of cross-cultural psychology. In addition to the previously listed goals, this course focuses on the impact that culture has on the field of psychology around the world. The scope of this course is broad, with the core theme being cross-cultural psychology (focusing on cultures representing different parts of the world) and comparing cultural influence on human psychology. Many of the topics addressed in the course are related to human development. Additionally, interactions between culture and social behaviors, health, mental health, and mental illnesses are emphasized throughout the duration of this course.

PSYC 6705 Ethics and Standards of Professional Practice (5 cr.)

This course examines the origins of professional codes of ethics and standards of practice. Ethics and standards of practice are explored in depth. Topics include confidentiality, client-provider relationships, issues in assessment, ethical issues related to psychotherapy, ethics of research, and ethics involved in working with diverse populations. Additionally, students are introduced to forensic psychology and issues related to establishing a practice. The course also explores how cultural factors are addressed in various ethical codes and the implications for scholar-practitioners.

PSYC 6706 Advanced Social Psychology (5 cr.)

This course provides an advanced analysis of social psychology, including a review of the historical context and cultural grounding of social psychological theory. Special attention is given to sociocultural psychology and the broad base of knowledge related to history, research methods, and applications to social and cultural processes. Topics include small-group processes and dynamics and shared cognition, attitude development and shifting, social cognition and emotion, self-concept and self-regulation, conformity, affiliation and independence in groups, group performance, leadership, cross-cultural psychology, and biopsychosocial diversity. (*Prerequisites: PSYC 6245, PSYC 6305, and PSYC 6310.*)

PSYC 6710 Clinical Neuropsychology (5 cr.)

This course provides an introduction to the field of clinical neuropsychology. Topics include cortical organization (including functions, anatomy, and neuropathology) and higher cortical functions of memory, language, emotions, attention, and perception in disordered brain functions in adults. Neuropsychological approaches, including cognitive neuropsychology, are explored. (*Prerequisite: PSYC 6225.*)

PSYC 6712 Clinical Child Neuropsychology (5 cr.)

This course introduces students to clinical child neuropsychology. Topics include the scientific, theoretical, and applied foundations of brain-behavior relations in children with neurological, learning, and/or behavioral disorders. The focus of the course is on a multidimensional, ecological, and sociopsychological perspective relative to prevention, diversity, identification, and intervention with children. (*Prerequisites: PSYC 6215 and PSYC 6225.*)

PSYC 6718 Psychology of the Exceptional Individual (5 cr.)

This course examines the cognitive, social-emotional, and psychomotor characteristics of individuals significantly deviating from the norm in behavior and/or adjustment. Topics include understanding individuals with learning disabilities (including emotional, behavioral, and intellectual disorders; autism; brain injury; hearing and vision loss; physical disabilities; and health disorders) and those who are gifted and talented. Inclusion, transition to adulthood, and multicultural diversity are explored. The focus of the course is on skills for developing research-based educational and therapeutic interventions.

PSYC 6719 Developmental Psychopathology (5 cr.)

This course examines formal psychopathology, emotional, and behavioral disorders and presents the classification systems of infants, children, and adolescents. Topics include contrasting models of psychopathology, classification and epidemiology of childhood psychopathology, co-morbidity rates, differential issues from the current diagnostic manual's outcome of childhood disorders, therapeutic approaches and their efficacy, and developmental resilience. Case studies are used to illustrate diagnostic issues. (*Prerequisites: PSYC 6220 and PSYC 6225.*)

PSYC 6720 Diagnosis and Assessment (5 cr.)

This course is an overview of what is commonly referred to as abnormal psychology; however, what constitutes normalcy is considered from multiple perspectives. Students explore the application of diagnostic criteria in various mental health work settings, such as schools, rehabilitation facilities, community agencies, and private practices. Environmental and biological factors contributing to behavioral disorders are considered using the scholar-practitioner model. Techniques are reviewed for the diagnosis and treatment of cognitive, emotional, and developmental disorders, as well as for psychophysiological and psychosocial problems. Multicultural factors that complicate diagnosis are reviewed.

PSYC 6721 Advanced Psychopathology (5 cr.)

This course provides an in-depth examination of current theory and research associated with major psychological disorders and with diagnosis. The major disorders are explored, including substance abuse and psychotic, mood, personality, somatoform, anxiety, mood, dissociative, and eating disorders. Application of the current diagnostic manual to actual clinical situations is emphasized. Current criticisms of the diagnostic system and discussion of alternative models are addressed. (*Prerequisite: PSYC 6220.*)

PSYC 6722 Counseling and Psychotherapy Theories (5 cr.)

This course summarizes the history and explores the primary concepts of the major approaches to counseling and psychotherapy in current use. The empirical foundations of each theory are examined, and examples are supplied showing how each method is applied to clients. Limitations of each approach are also explored.

PSYC 6723 Multicultural Counseling (5 cr.)

This course is designed to increase students' awareness and knowledge of, and skills related to, multicultural counseling and the delivery of psychological services. Students explore diversity and

identity issues and discuss their impact on the therapeutic relationship. The application of traditional theoretical orientations and current multicultural theories to culturally diverse groups is addressed. Topics include race and ethnicity, sex and gender, sexual orientation, social class, and age and ability.

PSYC 6724 Child Psychotherapy (5 cr.)

This course explores the psychological treatment of children from an array of theories and techniques, including play therapy. Issues of playroom organization, intake interviews, psychological assessment, and intervention are addressed. Typical play behaviors of children at various levels of development, cross-cultural aspects of play, and their meanings are explored. Treatment, evaluation, cultural sensitivity, and ethical practice with children are also presented. (*Prerequisite: PSYC 6215.*)

PSYC 6725 Group Therapy (5 cr.)

This course provides a comprehensive review of clinical and counseling approaches to group therapy. The theoretical bases of different approaches to group therapy, including psychoanalytic, existential, person-centered, gestalt, transactional, behavioral, rational-emotive, and reality therapy, are examined. Focus is on various types of groups, the efficacy of using group therapy as the treatment method with various multicultural populations, and the stages of group development.

PSYC 6726 Couples and Family Counseling (5 cr.)

This course introduces students to theoretical perspectives and techniques, classical schools of thought, and recent developments in couples and family therapy. Culture, gender, and ethnicity factors in family development are explored. Theoretical frameworks in couples and family therapy, including psychosocial, psychodynamic, transgenerational, strategic, cognitive-behavioral, and social constructionist models, are reviewed and compared. The roles of culture, spirituality, and values in understanding families are explored.

PSYC 6727 Religion and Spirituality in Counseling and Therapy (5 cr.)

This course provides an introduction to significant religious and spiritual movements, the interactions and divergences between religion and spirituality, and how these issues can emerge in counseling or therapy. Topics explored include values, assessment of religious manifestations, relations with clergy/spiritual leaders, use of bibliographic materials, ways to deal with religious/spiritual materials and themes presented by clients, cultural considerations that may intersect with religion and spirituality especially in relation to race, ethnicity, and nationality; sex and gender roles; sexual orientation; and treatment techniques.

PSYC 6728 Substance Abuse Counseling (5 cr.)

This course examines psychological aspects of addictions involving alcohol, prescription medications, and illegal substances. Current research in the field of dependency and addiction is explored. Topics include diagnosis, models of treatment, treatment planning, use of group and family treatment plans, and efficacy of treatment. Strategies to promote change, including the transtheoretical model of behavior change, are discussed.

PSYC 6729 Grief Therapy (5 cr.)

This course examines grief theory and its processes, tasks, and mediating factors, including age of the bereaved and deceased, type of death, and relationship with the deceased. Topics include coping and coping interventions, dealing with grief in childhood and adolescence, and dealing with grief associated with loss of children. Diversity issues related to race, ethnicity, nationality, sexual orientation, sex and gender roles, and spirituality and religion are explored. Emphasis is placed on research-based intervention techniques.

PSYC 6730 Advanced Grief Therapy (5 cr.)

This course explores grief dynamics resulting from complicated grief, trauma, multiple loss, and disasters (both natural and man-made). The focus is on acute stress and post-traumatic stress disorder (PTSD), including the consideration of cultural factors in the assessment and treatment of those diagnosed with PTSD. (*Prerequisite: PSYC 6729.*)

PSYC 6732 Medical Crisis Counseling (5 cr.)

In this course, students discuss stress and psychological issues faced by patients and their families when coping with a life-threatening illness. Topics include points of access in the disease process as well as the understanding of many diseases' characteristics and treatments, with emphasis on appropriate interventions. Issues such as preferential treatment or lack thereof based on social class, visible family/social support, age, race/ethnicity/nationality, sexual orientation, and religion/spirituality are explored.

PSYC 6740 Disaster, Crisis, and Trauma (5 cr.)

This course defines natural and human-made disasters (e.g., war, violence, genocide, terrorist activities), and reviews how they impact the psychology of individuals and groups. Topics include theories of trauma; actions and behaviors following a disaster; stress, coping, and adjustment difficulties; psychological disorders (e.g., post-traumatic stress disorder); and available resources to deal with trauma. The course emphasizes the importance and development of culturally appropriate service delivery programs and interventions for individuals affected and traumatized by disasters.

PSYC 6741 Psychology of Terrorism (5 cr.)

This course examines the history, philosophy, and techniques of terrorism as well as countermeasures to terroristic threats to public safety. Topics include aspects of international and domestic terrorism with an emphasis on terrorism's roots, viewed from the broadest possible political, sociological, and cultural perspectives; factors and catalysts attributed to the terrorism phenomenon—including poverty, psychology (e.g., motivational factors, antisocial behaviors), social injustice, oppression, and religion; and the impact of media and technology in aiding and countering terroristic activities.

PSYC 6742 Conflict, Conflict Resolution, and Peace (5 cr.)

This course represents a study of conflict, conflict resolution, and peace from psychological and social psychological perspectives. Students examine the concept of conflict and methods of addressing it, including management, resolution, and transformation; theories related to conflict resolution; approaches to conflict resolution, including negotiation and third-party interventions; and social psychological factors that influence conflict and conflict resolution. Students also consider the influence of culture in conflict and conflict resolution; the role of ethics; intractable and international conflicts; the concept of peace; and how third-party approaches can contribute to the peace process. Students apply conflict resolution approaches to conflicts at all levels, from interpersonal to those involving whole nations.

PSYC 6743 Psychopharmacology (5 cr.)

This course provides an overview of the spectrum of psychotropic medications and their use in the treatment of mental and behavioral disorders. Topics include the role of the psychologist in prescribing medication and the efficacy of combining medication and psychotherapy. The focus is on the treatment of depression, anxiety, bipolar disorder, obsessive-compulsive behavior, schizophrenia, and childhood disorders; other psychological disorders as described in the DSM-IV-TR are reviewed. (*Prerequisite: PSYC 6225.*)

PSYC 6745 Health Psychology (5 cr.)

This course reviews the field of health psychology with a focus on the biopsychosocial model; behavioral and biomedical theories are also discussed. Topics include the effect of psychological (personality), behavioral (health behaviors and coping), and social factors (stress and physician-patient relationships) on physical health and wellness. The course specifically addresses cardiovascular and immune health with a discussion of heart disease, stroke, cancer, and HIV/AIDS.

PSYC 6746 Behavioral Nutrition (5 cr.)

This course examines the interaction between behavior and nutrition. Topics include fundamental principles of human digestion and nutrient metabolism, specific nutrient requirements of the brain and brain metabolism of nutrients, and effects of nutrients on brain function. Using this background, students critically examine current trends in behavioral nutrition and conduct nutritional assessments.

(Prerequisite: PSYC 6225.)

PSYC 6747 Psychoneuroimmunology (5 cr.)

This course examines current theory and interdisciplinary (psychological and medical) research associated with psychoneuroimmunology (PNI). Topics include the mind/body interaction, its effects on overall health through modulation of the immune system, and mind/body interventions. Recent advances in medical science that have contributed to our knowledge of biological processes and how the mind can be used as a potent force in modifying the biological mechanisms involved in wellness and illness are explored. *(Prerequisite: PSYC 6225.)*

PSYC 6748 Stress and Coping (5 cr.)

This course examines the literature related to contemporary theories on the perception of stress, appraisal of stressors, ways of coping, and the psychophysiological mechanisms involved in the stress response. Topics focus on psychoneuroimmunology, behavioral nutrition, psychophysiology, traumatic stress, chronic pain, and stress-related psychophysiological and medical disorders as they relate to stress and coping. *(Prerequisite: PSYC 6225.)*

PSYC 6749 Foundations of Industrial/Organizational Psychology (5 cr.)

This course introduces students to the field of industrial/organizational psychology. The major focus is on organizational theories and practices impacting the individual, group, and organization in a variety of industrial and organizational settings. Students learn to translate research and theory into practice in areas such as personnel selection, training, performance, and management, as well as in team and organizational development and change.

PSYC 6750 Leadership Development (5 cr.)

Great leadership is enhanced by an understanding of the psychological principles of leader development. The purpose of this course is to introduce students to the psychology of leadership and leader development. Topics include psychological theories of leadership, leadership styles, qualities of great leaders, and instruments used to assess leadership and leadership potential. Students apply psychological theories to understanding their own capacity for leadership.

PSYC 6751 Leadership Coaching: Process and Practice (5 cr.)

Mentoring requires an understanding of different models and theories that support the development of effective leaders; more essential, however, is an understanding of the high-level skills and competencies that a mentor/coach needs to develop. This course is designed to help students understand and practice skills that will help them achieve effective mentoring through the relationship between coach and client. Skills such as active listening, learning, empowering clients, providing feedback, enabling change, and

the use of assessment to facilitate understanding and development are reviewed. Students observe best practices through the use of videos.

PSYC 6752 Leadership Coaching: Application (5 cr.)

Effective business coaches who are also leader-mentors need to be fully capable of working with clients immersed in different organizational cultures that present unique challenges. In this course, students experience the actual application of skills, models, and processes in individual and group business coaching settings. Topics include executive and leadership development, business acumen, strategic approaches to personal and professional growth, working remotely with clients and as members of distributed or virtual teams, life-work blending, and career transitioning. Students have the opportunity to develop their own models of leadership coaching and are exposed to case studies and videos.

PSYC 6753 Vocational Psychology and Counseling (5 cr.)

This course examines major career development theories, assumptions, and implications for practice. Career information programs and systems in terms of their application to personnel assessment, counseling, development, and placement are reviewed. Focus is placed on the implications of individual differences in cultural, gender, and age-related issues. Students obtain a theoretical and practical basis for supporting individuals in vocation selection and career development.

PSYC 6754 Personnel Psychology in the Workplace (5 cr.)

This course explores the application of psychological theory and practice to human resources activities in organizations. Topics include job analysis and design, employee selection and placement, training and development, performance management and appraisal, and legal and ethical considerations in human resources management. (*Prerequisite: PSYC 6749.*)

PSYC 6755 Leadership and the Process of Change (5 cr.)

This course provides an extensive consideration of leadership theories. Topics include definitions of leadership, major theoretical leadership models, and contextual and situational factors related to leadership. Special consideration is given to effective leadership issues and practices during the process of organizational change. Various perspectives on leadership and its role in the achievement of organizational, group, and team goals are explored. (*Prerequisite: PSYC 6749.*)

PSYC 6756 International/Cross-Cultural Issues in Organizations (5 cr.)

This course focuses on workplace issues arising from diverse cultural contexts. Topics include international and cultural comparisons of work motivation, communication, leadership, and decision-making, as well as organizational structures and characteristics. Sources and management of conflict, as well as conflict resolution strategies, are explored.

PSYC 6758 Psychology of Organizational Behavior (5 cr.)

This course examines the application of behavioral theories in organizational settings. The focus is on individual, group, and organizational behavior. Topics include individual differences in employee motivation and job satisfaction, group development, team building, organizational leadership, and organizational design, culture, and development. Students acquire a broad knowledge base in organizational psychology, its research, and its applications. (*Prerequisite: PSYC 6749.*)

PSYC 6760 The Psychological Impact of Film and Television (5 cr.)

This course examines the effects of film and television on individuals, groups, cultures, and the global community. Topics include origins, creative elements, and themes of film and television; influences of film and television content and delivery on emotions, behaviors, cognitions, perceptions, and values;

media literacy training; portrayals of social groups in film and television; roles of news media in agenda setting; transformation of the political process; and war as entertainment. This course explores methods of communication and how communication can most effectively produce attitude change. Topics include discourse analysis, narrative psychology, and positioning theory; social influence tactics and their variation by culture; and the use of statistics and research to communicate ideas and change opinions.

PSYC 6761 The Psychological Impact of Film and Television (5 cr.)

This course examines the effects of film and television on individuals, groups, cultures, and the global community. Topics include origins, creative elements, and themes of film and television; influences of film and television content and delivery on emotions, behaviors, cognitions, perceptions, and values; media literacy training; portrayals of social groups in film and television; roles of news media in agenda setting; transformation of the political process; and war as entertainment. This course explores methods of communication and how communication can most effectively produce attitude change. Topics include discourse analysis, narrative psychology, and positioning theory; social influence tactics and their variation by culture; and the use of statistics and research to communicate ideas and change opinions.

PSYC 6762 The Psychological Impact of the Internet and Mobile Technologies (5 cr.)

The Internet and mobile technologies have increased the immediacy and accessibility of information and provided a global platform for the expression of creativity and new ideas. This course explores how the Internet and mobile technologies affect how people think, view the world, become informed, and record and interpret history. Topics include the use of the Internet for education, entertainment, self-exploration, and socialization; democratization of free speech; internationalization of news, shifts in industry, business models, and advertising; and technological innovations related to the political process.

PSYC 6763 Principles of Instructional Design (5 cr.)

This course presents a critical analysis of various instructional methods and techniques. It provides an overview of major theories of learning and an analysis of specific instructional applications. Students apply their prior knowledge of learning, development, and cognition to understanding factors related to instruction and instructional design. (*Prerequisites: PSYC 6235 and PSYC 6765.*)

PSYC 6764 Instructional Design for Online Course Development (5 cr.)

This course explores instructional design and delivery of online courses, issues related to assessment and evaluation in a distance-learning environment, and appropriate and systematic use of technology in online learning venues. Issues such as learning styles and instructional strategies in the online environment, alternatives to the online lecture, and effective course objectives and discussion questions are explored. (*Prerequisite: PSYC 6763.*)

PSYC 6765 Educational Psychology (5 cr.)

This course examines the variables related to teaching and learning. Topics include teaching methods, educational achievement, learning environments, curriculum development, and characteristics of teachers and learners. Educational assessment, environmental issues, and educational research techniques are also explored.

PSYC 6766 Teaching of Psychology (5 cr.)

This course examines techniques and issues related to teaching psychology at the college/university level. The primary focus is on teaching skills, developing rapport with students, managing the course, and managing the classroom. Classroom communication and ethical issues relevant to both instructors and students are also covered.

PSYC 6770 Public Policy Implications of Terrorism Legislation and Policies (5 cr.)

This course provides a broad perspective on the history of the USA Patriot Act and similar terroristic legislation and immigration laws—and their policy implications on law enforcement, governmental entities, organizations, and individuals. It provides a basic foundation for public administrators and public policy analysts who are charged with drafting and implementing public policy and enforcing and/or responding to potential terroristic threats, while simultaneously upholding and protecting constitutional freedoms. Course materials are drawn from contemporary texts, Web sites, case studies, and other material representing international, national, and local governments and organizations. Students critically review and analyze the Patriot Act and similar policies and participate in online discussions about their implications on constitutional freedoms.

PSYC 6771 Terrorism: A Systemic Approach for Emergency Preparedness (5 cr.)

This course provides students with an overview of terrorism—local, national, and international—and the need to develop a systemic approach for emergency preparedness. Topics include terrorism and public health, bioterrorism, biosecurity, cyberterrorism, risk assessment, implications for public health, and components of a systemic preparedness infrastructure. Students participate in online discussions and begin the development and/or analysis of a terrorism preparedness infrastructure.

PSYC 6772 Critical Incident Planning and Leadership (5 cr.)

This course examines the principles of emergency planning, selection of leaders, specialized planning (e.g., schools, tourism), mutual aid, and leadership theories. It provides a basic foundation for public administrators enabling them to develop a critical incident plan and understand leadership theories. Students critically analyze case studies, identifying weaknesses and potential solutions.

PSYC 6775 Strategic Context of Public Management and Leadership (5 cr.)

Public policy implementation can take place in a public, private, nonprofit, or combined or networked organization. This course engages students in a collaborative study of the changing strategic context of public administration, as they apply a strategic planning and management approach to the implementation of public policy. Students are introduced to planning, management, financial management, performance management, and contracting processes in an organization that aims to implement public policy.

PSYC 6776 Transformative Change in a Shared-Power World (5 cr.)

This course engages students in collaborative study of the nature and methods of transformative change in the complex human systems of contemporary public organizations. Students learn a pragmatic action learning process for learning from the experience of transformative change in complex systems. The dynamics of complex adaptive systems are studied to gain an understanding of how large-scale and highly interrelated human systems change through self-organization. Appreciative inquiry and other selected methods of transformative change are studied and applied to a positive organizational change situation of special interest to the students. Students also develop professional action habits for pragmatic action learning in the practice of public administration.

PSYC 6777 Essentials of Public Health: A Case Study Approach (5 cr.)

This course evaluates key aspects of public health, including its history, mission, essential services, core functions, infrastructure, resources, workforce, achievements, challenges, and career options. Students explore these facets through case studies, a hypothetical scenario, and journal articles. Although the main focus of this course is on the U.S. public health system, students are also exposed to global issues and views of public health.

PSYC 6778 Social, Behavioral, and Cultural Factors in Public Health (5 cr.)

In this course, students examine and analyze the major social, behavioral, and cultural variables and issues that affect the health of populations, including community, gender, age, socioeconomic status, race, ethnicity, and environment, as well as behavioral risks. Research, theoretical, and conceptual frameworks from the social and behavioral sciences are explored as applied to public health problems and the reduction of health disparities.

PSYC 6780 Seminar in School Psychology (5 cr.)

This course introduces prospective school psychologists to the field of school psychology. Topics include the role and function of the school psychologist; legal, ethical, and professional issues in school psychology; fieldwork experiences; research methods in school psychology; and emerging technologies in school psychology.

PSYC 6784 Psychological Consultation (5 cr.)

This course examines the history, theory, process, and methods in the field of psychological consultation. It reviews the qualifications and techniques required by the psychologist to consult in a variety of settings, including the courtroom, business and industry, and educational, mental health, and medical settings.

PSYC 6785 Prevention, Intervention, and Consultation (5 cr.)

This course is designed to prepare students for their roles as counselors in prevention, intervention, and consultation endeavors with specific populations in specific settings. Using an action research model, students will prepare a blueprint for a prevention, intervention, or consultation project for a community, agency, or organization.

PSYC 6790 Introduction to the Nonprofit Sector (5 cr.)

Nonprofit organizations serve as the foundation for many social change efforts. This course explores the history, foundations, and types of nonprofit organizations, as well as the diverse political, social, and economic contexts within which they exist. Students examine and apply marketing, public relations, and communication concepts and strategies to case studies and contemporary situations. Ethical, legal, and global lenses are applied to the study of the nonprofit sector. Students develop a concept paper guiding the development of a nonprofit organization.

PSYC 6791 Organizational Management and Leadership (5 cr.)

Public and nonprofit leaders require a deep understanding of their roles as leaders and managers of diverse and complex organizations. This course examines from theoretical and applied perspectives the distinction between leadership and management, organizational culture, change management, systems theories, and organizational development. Students apply principles to public, private, and nonprofit organizational settings.

PSYC 6792 Finance and Budgeting for the Nonprofit Sector (5 cr.)

Sound financial practices are crucial to managing scarce funds in the nonprofit sector. This course examines finance and budgeting concepts, policies, and practices related to organizations as well as the fiscal climate within which they operate. Students gain an understanding of theories underlying fiscal policy; they read and analyze budgets, financial statements, and financial reports. Other topics include the use of auditing practices; financial relationships with government, donors, and other sources of revenue; financial management, budgetary reform, and financial technology systems. Students apply what they learn to developing budget and financial projects relevant to nonprofit organizations.

PSYC 6793 Board Governance and Volunteer Management (5 cr.)

Volunteers are the lifeblood of many nonprofit organizations. These organizations rely heavily on their volunteer board of directors to govern and guide them toward their mission. The success of nonprofit organizations is largely dependent on the effective management of program volunteers and board members. This course explores the volunteer management process (volunteer recruitment, orientation, training, supervision and evaluation) with an emphasis on creating and maintaining an effective Board of Directors. Students design a board development or volunteer management plan based on the concept paper developed in PSYC 6790 Introduction to the Nonprofit Sector.

PSYC 6794 Resource Development (5 cr.)

All nonprofit organizations require financial resources. Obtaining philanthropic financial support is essential to program delivery and stability. Students explore the concepts of philanthropy and development, identification of funding sources, donor/prospect cultivation and education, and solicitation and appreciation strategies. An emphasis is placed on creating an organizational philanthropic culture based on ethics and donor relationships. Students create a resource development plan for the organization designed in PSYC 6790 Introduction to the Nonprofit Sector.

PSYC 6805 Holistic Psychology (5 cr.)

This course provides students with a foundation in holistic psychology. Students examine topics in holistic and transpersonal psychology, as well as influences of theory and research in the areas of spirituality and mind/body relationships. Topics include states of consciousness, emotional and psychosomatic disorders, spiritual emergencies, death and dying, and integral psychology. Focus is placed on integration of perspectives.

PSYC 6810 Community Psychology (5 cr.)

This course introduces students to the basic concepts and practice of community psychology. Guiding values and assumptions of the field, basic ecological concepts, and models of intervention are examined. Topics include diversity in community psychology, social change, primary and secondary prevention, community mental health, empowerment, stress, and resiliency.

PSYC 6815 Contemporary Gerontology/Geriatric Psychology (5 cr.)

This course provides a multidisciplinary approach to the study of aging in contemporary societies. Biological, psychological, social, and societal contexts of aging are examined. Topics include historical and cross-cultural perspectives on aging, social theories of aging, managing chronic diseases, cognitive changes associated with aging, mental health issues, sexuality, and social interactions.

PSYC 6820 Successful Practice Management (5 cr.)

This course examines management principles and practices for applied and consulting psychologists. Topics include client goal setting; systematic intake procedures; developing treatment/intervention plans; treatment coordination and progress assessment; scheduling and billing; practice demographics; risk management; staying current with research, legal, and ethical issues; and staff supervision. (*Prerequisite: PSYC 6705.*)

PSYC 6825 Psychology of Gender (5 cr.)

This course introduces students to theories and research on gender role expectations and their influence on the psychosocial developmental experience of women, men, and children. Current gender research is applied to understanding achievement, work, relationships, sexuality, violence, and physical health and illness. Responses of women and men to life stresses, women as clients in psychotherapy, and the increasing role of gender research in the mental health professions are emphasized.

PSYC 6830 Psychology of Sexuality (5 cr.)

This course provides an exploration of sexuality from a variety of perspectives, including historical, psychological, sociological, anthropological, biological, public health, and media and cultural studies. Traditional understandings of sexuality (including male and female sexual anatomy, physiology, and response; variations across the life span; sexual communication; love and interpersonal attraction; and sexual “disorders”) are examined using a variety of theoretical perspectives, including essentialist and constructivist notions of sex, sexuality, and sexual identity.

PSYC 6900 Advanced Seminar in Psychology (1–5 cr.)

This is an advanced-level professional seminar with emphasis on current and emerging psychological theory, research, and/or practice; topics will vary. This course may have a residency seminar, depending on the topic. (*Prerequisites: Vary by topic.*)

PSYC 6901 Advanced Seminar in Psychology: Foundations of Reading and Literacy Development (5 cr.)

This course is designed to provide psychology students with a foundation in reading and literacy, responding to the challenge of promoting higher levels of literacy achievement for all students. It presents historical and contemporary perspectives on reading, implications of brain research, an introduction to reading processes, and a study of parent involvement in education. The course also covers reading assessment, linking assessment to intervention, the use of the three-tiered model, and the Response to Intervention (RTI) model.

PSYC 6902 Advanced Seminar in Psychology: Curriculum Theory and Design (5 cr.)

Psychology students who plan to work in schools may be involved in curriculum design issues as a part of their employment. This course helps students acquire an understanding of curriculum theory and design as it applies to the district or departmental level. Theoretical foundations of curriculum are applied to solving curricular problems with emphasis on the theoretical, practical, and political complexity of curriculum work.

PSYC 6912 Mental Health Law (5 cr.)

This course examines several different aspects of the law related to mental health issues. Laws and court decisions that affect the practice of psychology—such as the Tarasoff ruling, mandated reporting, and the Health Insurance Portability and Accountability Act (HIPAA)—are addressed, as are the many areas of law that constitute forensic psychological practice, including civil matters (such as personal injury and civil competency issues) and criminal matters (such as competency to stand trial, criminal responsibility, diminished capacity, and death penalty issues).

PSYC 8000 Foundations for Graduate Study in Psychology (6 cr.)

This course introduces students to Walden University and to the requirements for successful participation in an online curriculum. It provides a foundation for academic and professional success as a scholar-practitioner and social change agent. Course assignments focus on practical application of writing and critical-thinking skills and promote professional and academic excellence as they relate to practice in psychology and counseling.

PSYC 8005 Business Concepts for the Organizational Development Professional (5 cr.)

This course explores the language of work, business, and management structures and processes, and the human and market factors that determine organizational success. It examines topics such as finance, marketing, accounting, strategic planning, organizational design, and quality and process improvement.

Applications include the examination and analysis of information sources that assess overall organizational health.

PSYC 8207 History and Systems of Psychology (5 cr.)

This course focuses on the historical and philosophical roots of psychology and counseling. Topics include structuralism, functionalism, behaviorism, psychoanalysis, gestalt, and existentialism, as well as contemporary perspectives including evolutionary psychology, positive psychology, postmodernism, and feminist psychology. Themes of diversity and multiculturalism in psychology and counseling are highlighted within each of the perspectives.

PSYC 8211 Contemporary Issues in Psychology (5 cr.)

This course is an advanced-level overview of the core areas, topics, and concepts in psychology, through a consideration of related contemporary issues. Major topics include biological bases of behavior, learning and memory, cognition, motivation, lifespan development, theories of personality, stress and coping, psychological disorders, and social psychology. Students learn and practice critical-reading and analysis skills through reviews of journal articles and media publications, focusing specifically on distinguishing facts and opinions, identifying bias in writing, and understanding the importance of data and evidence. Students use this knowledge in the analysis and composition of scientific writing. Themes of diversity are highlighted throughout the course.

PSYC 8212 Principles of Organizational Psychology and Development (5 cr.)

This course provides the theoretical foundation for organizational inquiry leading to a deeper understanding of how organizations function. Topics include change management; organizational culture, behavior, and development; group dynamics; and systems-level thinking. Applications include the identification of organizational development opportunities based on an analysis of an organization.

PSYC 8213 Strategic Talent Management and Development (5 cr.)

This course explores how to leverage people in organizations to achieve business success and how to leverage business strategy to foster individual growth. Topics include talent acquisition and retention, workforce and succession planning, organizational communication, leadership, and performance management. Applications include the preparation of a strategic talent management and development audit and the development of an overall talent management and development strategy.

PSYC 8214 Consulting for Organizational Change (5 cr.)

This course explores methods for accelerating individual, group, and organizational performance through consulting, coaching, and change management. The course addresses topics such as organizational assessment; team development; strategic planning; group dynamics; power, politics, and influence; leadership; and conflict management. Applications include the assessment of an organization and the development of strategies to address identified needs for change.

PSYC 8215 Lifespan Development (5 cr.)

This course provides students with an overview of development through the lifespan, including childhood, adolescence, adulthood, and aging experiences. Physical, social, emotional, and cognitive issues are covered, as well as the expected developmental milestones during each of these phases of development. The latest research in attachment theory, brain research, and aging is included, and themes of diversity issues related to developmental research are highlighted throughout the course.

PSYC 8216 Dynamics of Contemporary, International, and Virtual Organizations (5 cr.)

This course explores the implications of the changing nature of organizations including the emergence of international and virtual organizations in a global economy. It addresses the unique opportunities and challenges for organizations including for-profit, non-profit, government, international, and virtual organizations. Applications include the utilization of knowledge and skills acquired during the program in a specific type of organization.

PSYC 8221 Psychology of Personality (5 cr.)

This course introduces students to the major theories of personality and personality assessment approaches. Research that supports various theories is presented. Basic concepts and principles of the various schools of thought are discussed. Major topics include psychoanalytic, biological, behaviorist, learning, social-cognitive, trait and skill, humanistic, and existential aspects of personality, as well as individual, cultural, and gender differences in personality. Themes of diversity are highlighted throughout the course.

PSYC 8226 Biopsychology (5 cr.)

This course reviews the structure and functions of the central and peripheral nervous systems and explores the impact of neurobiology, endocrinology, and physiology on human behavior. Major topics include brain functioning, including exploration of neural conduction, effects of neurotransmitters, sensory systems, and mechanisms of attention, memory, perception, and language. Issues related to neuroplasticity, lateralization, and regeneration are addressed.

PSYC 8237 Cognitive Psychology (5 cr.)

This course, illuminated by cognitive neuroscience, examines various domains of cognitive psychology including how information is acquired (i.e., basic learning processes, perception, and attention); fundamental issues of memory and representations of knowledge; language and understanding; thinking (e.g., reasoning, problem-solving, expertise and creativity, and judgment and decision-making); and emotions. The course begins with an overview of the history of the field and approaches used to study the mind; it continues with an examination of the fundamentals of cognition. Additionally, it explores individual and cultural differences across domains.

PSYC 8241 Human Motivation (5 cr.)

This course provides an overview of physiological, psychological, and social aspects in the study of motivation and includes an exploration of historical and contemporary theories and perspectives. The course emphasizes both conceptual understanding of theories associated with motivation and their applications to personal, professional, and social issues. Major topics include physiological, learned, cognitive, and emotional aspects of motivation. Themes of diversity are threaded throughout the course.

PSYC 8247 Social Psychology (5 cr.)

In this course, you will use the lens of social psychology to examine both social cognitions and social behavior—nearly all phenomena that pertain to the individual in society. You will explore the topics of perceptions, attitudes, relationships and attraction, the motivation to help others, prejudice and aggression, conformity and obedience, group behavior, and the influence of culture, and consider how knowledge of these topics can be used to effect positive social change. Your application of what you learn in this course culminates in a final project in which you develop a plan for using social psychology research to address a significant social problem. Moreover, your learning in this course will extend to your personal and professional life, and truly enable you to effect positive social change as a scholar-practitioner committed to doing so.

PSYC 8300 Philosophical Foundations in Psychological Research (5 cr.)

This course introduces students to the nature of scientific discovery and explanation as it applies to the social sciences and to psychology in particular. Topics include the etiology and epistemology of science, the relationship between philosophy and science, the nature of scientific explanation, and the understandings of the progress of science (the “paradigm”). Philosophical movements that influence research and research priorities are reviewed, including positivism, constructivism, and other post-modern research paradigms (including feminist, race, and gay/lesbian psychologies).

PSYC 8304 Statistics 1 (5 cr.)

This course provides students with a thorough analysis of basic descriptive and inferential statistical methods commonly used in the social sciences and the skills with which to write, analyze, and critique social science research. Methods include computation and analysis of frequency distributions, measures of central tendency, and statistical hypothesis testing. Statistical tests (and underlying assumptions) include *z*-score, single-sample, independent-samples and related-samples *t* tests, analysis of variance, correlation, regression, and chi-square tests. This course includes an introduction to and use of the SPSS statistical software package.

PSYC 8305 Statistics 2 (5 cr.)

This course reviews and expands on statistical techniques mastered in Statistics 1: *t*-test, correlation analysis, ANOVA, and chi-square are briefly reviewed. Topics include understanding underlying assumptions and applications of factorial, repeated measures (within groups), and mixed design ANOVA, multiple regression, and logistic regression. Students learn applications necessary for completing doctoral dissertations and learn to critically read and write about psychological research. All analyses involve the use of the SPSS statistical software package. (*Prerequisite: PSYC 8304.*)

PSYC 8306 Statistics 3 (5 cr.)

This course introduces students to multivariate statistics and their uses in the social sciences. Topics include data screening and cleaning, factorial ANOVA, analysis of covariance, multivariate analysis of variance (MANOVA), discriminant function analysis, multiple regression, logistic regression, path analysis, factor and principle components analysis, and structural equation modeling. Assignments focus on understanding theory and using SPSS to solve problems. (*Prerequisite: PSYC 8305.*)

PSYC 8310 Qualitative Analysis (5 cr.)

This course focuses on five major traditions of qualitative research methodology: phenomenology, grounded theory, ethnography, biography, and case study. In the context of each of the traditions, varying approaches to proposal planning, research design, data collection, data analysis, aspects of quality and verification, ethical and legal issues, and interpretation and presentation of results in the narrative report are examined. Emphasis is on how to design a qualitative research project that could serve as the foundation for thesis or dissertation work. (*Prerequisite: PSYC 8304 and PSYC 8311.*)

PSYC 8311 Research Design (5 cr.)

This course provides students with a foundation in the design of qualitative, quantitative, and mixed-method approaches to psychological research. Students learn the strengths and limitations of each method and under what circumstances each approach would be the most appropriate research design. Students learn how to identify a topic for research, how to conduct a literature search, and the importance of scholarly writing. Students learn to write a research proposal, addressing the following key elements: researching, writing an introduction, stating a purpose for the study, identifying research questions and hypotheses, using theory, defining the significance of the study, and collecting and analyzing data.

Students are exposed to legal and ethical issues associated with human subjects' protection. (*Prerequisite: PSYC 8304.*)

PSYC 8315 Program Evaluation (5 cr.)

This course introduces students to evaluation research. Topics include the history and theory underlying program evaluation, approaches to evaluation, procedures and techniques for entering a group for which one would provide evaluation services, selecting appropriate quantitative and/or qualitative models and techniques used to perform the evaluation, strategies for getting gatekeepers to be invested in the development of the research and in the outcomes, demonstration of program effectiveness, and dissemination of results to stakeholders. (*Prerequisites: PSYC 8304 and PSYC 8311.*)

PSYC 8316 Tests and Measurement (5 cr.)

This course provides students with an overview of the different types of tests used in clinical, educational, and organizational settings. It includes a comprehensive examination of psychometric properties used to develop and evaluate these instruments. Topics include normative sampling and standardization, reliability and validity, test score interpretation, and test development. The course also addresses ethical, legal, and sociocultural issues including cultural bias and fairness. Professional standards for testing provide a foundation for the course. (*Prerequisite: PSYC 8304.*)

PSYC 8320 Advanced Methods in Mixed Qualitative-Quantitative Research Designs (5 cr.)

This course focuses on the use of both qualitative and quantitative research designs in psychological research. The course begins with a broad discussion of paradigms that guide qualitative and quantitative research traditions, including logical positivism, post-positivism, pragmatism, and constructivism. A number of methods common to each tradition are reviewed, and mixed-method approaches are explored in depth, including strategies for collecting, analyzing, and disseminating data, as well as how both methods can be incorporated at all stages of the research project. Emphasis is on how to design a mixed-method research project that could serve as the foundation for dissertation work. (*Prerequisites: PSYC 8304, PSYC 8310, and PSYC 8311.*)

PSYC 8331 Interviewing and Observational Strategies (5 cr.)

This course focuses on principles and skills related to interviewing and observation as well as related legal, ethical, and cultural issues. Students gain practice in conducting interviews, making behavioral observations, collecting and interpreting data during an interview, and developing written reports of findings. In addition to the course materials listed by the university bookstore, this course also requires that students have access to a video recording device, a tripod, and an audio recording device, which they will begin using the first week of class.

PSYC 8341 Psychological Assessment: Cognitive (5 cr.)

This course introduces students to basic skills related to cognitive and academic achievement testing. Students are presented with theoretical basis, skill sets, and examples, and learn to establish and maintain rapport in a testing situation; administer, record, and score specific measures of cognitive ability and academic achievement; interpret test results; and summarize results in a written report. The focus is on applied aspects of psychological testing. (*Prerequisites: Matriculation into the Counseling Psychology, Clinical Psychology, or School Psychology professional psychology specializations, or M.S. in Mental Health Counseling students by permission; a grade of B or better in PSYC 8316 or in another graduate course in tests and measurements.*)

PSYC 8342 Psychotherapy Interventions 1 (5 cr.)

The focus of this course is on the acquisition and demonstration of clinical skills in the context of empirically supported modes of intervention. Students apply skills in treatment planning exercises, clinical vignettes, and face-to-face simulations of psychotherapy sessions. (*Prerequisites: PSYC 8000, PSYC 8221, PSYC 8331, PSYC 8720, or PSYC 8721.*)

PSYC 8343 Psychotherapy Interventions 2 (5 cr.)

This course explores the application of empirically supported treatment and management approaches to severe mental disorders in selected clinical populations. Students demonstrate competence to implement intervention models in the online and face-to-face classrooms. A face-to-face component is required and is included in the Academic Year in Residency. (*Prerequisite: PSYC 8342.*)

PSYC 8351 Psychological Assessment: Personality (5 cr.)

This course introduces students to basic skills related to assessment of personality and social-emotional functioning. Students are presented with theoretical basis, skill sets, and examples, and learn to establish and maintain rapport in a testing situation; administer, record, and score specific measures of personality and social-emotional functioning; interpret test results; and summarize results in a written report. The focus is on applied aspects of psychological testing. (*Prerequisites: Matriculation into the Counseling Psychology, Clinical Psychology, or School Psychology professional psychology specializations, or M.S. in Mental Health Counseling students by permission; a grade of B or better in PSYC 8316 or in another graduate course in tests and measurements.*)

PSYC 8390 Thesis (12 cr. minimum—6 cr. per term for minimum 2 terms)

This course provides students with the tools to integrate their Program of Study logically and comprehensively into an in-depth exploration of a topic of research interest. The goal of the course is the completion of the M.S. thesis. Students complete the thesis independently under the mentorship of a thesis chair and in a learning platform classroom that requires weekly participation. The thesis can be either a critical literature review with a proposed research design or an empirical study. Students are registered for PSYC 8390 until successful completion of the thesis. (*Prerequisites: Completion of all coursework; may be concurrently enrolled with last term of coursework.*)

PSYC 8393 M.S. in Psychology Capstone (5 cr.)

During this course, students work on a capstone project during which they complete a major integrative paper on a topic related to their specialization, incorporating theoretical and practical knowledge, as well as social scientific research skills acquired throughout the program. Other capstone projects may be approved by the instructor.

PSYC 8503 Behavioral Assessment and Intervention (5 cr.)

This course covers the basic principles of applied behavior analysis and teaches course participants to implement behavioral procedures and to develop behavioral programs. More specifically, instruction focuses on conducting functional assessments and functional analyses; developing intervention procedures based on the outcome of these assessments and analyses; implementing and training others to implement these procedures; managing implementation; data-based decision-making; and ethical issues in functional assessment, functional analysis, and function-relevant treatment or delivery. (*Prerequisites: PSYC 8315 and PSYC 8341.*)

PSYC 8504 Academic Assessment and Intervention (5 cr.)

This course is designed to introduce major approaches and techniques for individual assessment and intervention with students experiencing academic difficulties. Emphasis will be placed on understanding classroom instructional factors and conducting comprehensive psychoeducational evaluations that are technically sound and that lead to effective intervention strategies. Course requirements focus on practicing assessment procedures in the areas of general academic achievement, reading, mathematics, written language, spelling, oral language, listening comprehension, and adaptive behavior, including the use of these procedures with culturally diverse backgrounds. The importance of assessing classroom ecology and using curriculum-based measures while linking assessment and intervention will be stressed, along with effectively communicating results to parents, teachers, and other professionals. (*Prerequisites: PSYC 8315 and PSYC 8341.*)

PSYC 8700 Psychology and Social Change (5 cr.)

This course focuses on the theories of social and personal change. Topics include power and social inequalities, ethnic inequalities, global environment and social change, issues related to gender and sexism, and homophobia. In addition, students are presented with impact of social change theories on children, families, and societies. The concepts of change agent and change advocate are explored as well as the role of the psychologist as change agent.

PSYC 8701 Culture and Psychology (5 cr.)

This course explores the cultural components, research, and theory of cross-cultural psychology. In addition to the previously listed goals, this course focuses on the impact that culture has on the field of psychology around the world. The scope of this course is broad, with the core theme being cross-cultural psychology (focusing on cultures representing different parts of the world) and comparing cultural influence on human psychology. Many of the topics addressed in the course are related to human development. Additionally, interactions between culture and social behaviors, health, mental health, and mental illnesses are emphasized throughout the duration of this course.

PSYC 8705 Ethics and Standards of Professional Practice (5 cr.)

This course examines the origins of professional codes of ethics and standards of practice. Ethics and standards of practice are explored in depth. Topics include confidentiality, client-provider relationships, issues in assessment, ethical issues related to psychotherapy, ethics of research, and ethics involved in working with diverse populations. Additionally, students are introduced to forensic psychology and issues related to establishing a practice. The course also explores how cultural factors are addressed in various ethical codes and the implications for scholar-practitioners.

PSYC 8706 Advanced Social Psychology (5 cr.)

This course provides an advanced analysis of social psychology, including a review of the historical context and cultural grounding of social psychological theory. Special attention is given to sociocultural psychology and the broad base of knowledge related to history, research methods, and applications to social and cultural processes. Topics include small-group processes and dynamics and shared cognition, attitude development and shifting, social cognition and emotion, self-concept and self-regulation, conformity, affiliation and independence in groups, group performance, leadership, cross-cultural psychology, and biopsychosocial diversity. (*Prerequisites: PSYC 8247, PSYC 8304, and PSYC 8311.*)

PSYC 8710 Clinical Neuropsychology (5 cr.)

This course provides an introduction to the field of clinical neuropsychology. Topics include cortical organization (including functions, anatomy, and neuropathology) and higher cortical functions of

memory, language, emotions, attention, and perception in disordered brain functions in adults. Neuropsychological approaches, including cognitive neuropsychology, are explored. (*Prerequisite: PSYC 8226.*)

PSYC 8712 Clinical Child Neuropsychology (5 cr.)

This course introduces students to clinical child neuropsychology. Topics include the scientific, theoretical, and applied foundations of brain-behavior relations in children with neurological, learning, and/or behavioral disorders. The focus of the course is on a multidimensional, ecological, and sociopsychological perspective relative to prevention, diversity, identification, and intervention with children. (*Prerequisites: PSYC 8215 and PSYC 8226.*)

PSYC 8718 Psychology of the Exceptional Individual (5 cr.)

This course examines the cognitive, social-emotional, and psychomotor characteristics of individuals significantly deviating from the norm in behavior and/or adjustment. Topics include understanding individuals with learning disabilities (including emotional, behavioral, and intellectual disorders; autism; brain injury; hearing and vision loss; physical disabilities; and health disorders) and those who are gifted and talented. Inclusion, transition to adulthood, and multicultural diversity are explored. The focus of the course is on skills for developing research-based educational and therapeutic interventions.

PSYC 8719 Developmental Psychopathology (5 cr.)

This course examines formal psychopathology, emotional, and behavioral disorders and presents the classification systems of infants, children, and adolescents. Topics include contrasting models of psychopathology, classification and epidemiology of childhood psychopathology, co-morbidity rates, differential issues from the current diagnostic manual's outcome of childhood disorders, therapeutic approaches and their efficacy, and developmental resilience. Case studies are used to illustrate diagnostic issues. (*Prerequisites: PSYC 8221 and PSYC 8226.*)

PSYC 8720 Diagnosis and Assessment (5 cr.)

This course is an overview of what is commonly referred to as abnormal psychology; however, what constitutes normalcy is considered from multiple perspectives. Students explore the application of diagnostic criteria in various mental health work settings, such as schools, rehabilitation facilities, community agencies, and private practices. Environmental and biological factors contributing to behavioral disorders are considered using the scholar-practitioner model. Techniques are reviewed for the diagnosis and treatment of cognitive, emotional, and developmental disorders, as well as for psychophysiological and psychosocial problems. Multicultural factors that complicate diagnosis are reviewed.

PSYC 8721 Advanced Psychopathology (5 cr.)

This course provides an in-depth examination of current theory and research associated with major psychological disorders and with diagnosis. The major disorders are explored, including substance abuse and psychotic, mood, personality, somatoform, anxiety, mood, dissociative, and eating disorders. Application of the current diagnostic manual to actual clinical situations is emphasized. Current criticisms of the diagnostic system and discussion of alternative models are addressed. (*Prerequisite: PSYC 8221.*)

PSYC 8722 Counseling and Psychotherapy Theories (5 cr.)

This course summarizes the history and explores the primary concepts of the major approaches to counseling and psychotherapy in current use. The empirical foundations of each theory are examined, and examples are supplied showing how each method is applied to clients. Limitations of each approach are also explored. (*Prerequisite: PSYC 8221.*)

PSYC 8723 Multicultural Counseling (5 cr.)

This course is designed to increase students' awareness and knowledge of, and skills related to, multicultural counseling and the delivery of psychological services. Students explore diversity and identity issues and discuss their impact on the therapeutic relationship. The application of traditional theoretical orientations and current multicultural theories to culturally diverse groups is addressed. Topics include race and ethnicity, sex and gender, sexual orientation, social class, and age and ability.

PSYC 8724 Child Psychotherapy (5 cr.)

This course explores the psychological treatment of children from an array of theories and techniques, including play therapy. Issues of playroom organization, intake interviews, psychological assessment, and intervention are addressed. Typical play behaviors of children at various levels of development, cross-cultural aspects of play, and their meanings are explored. Treatment, evaluation, cultural sensitivity, and ethical practice with children are also presented. (*Prerequisite: PSYC 8215.*)

PSYC 8725 Group Therapy (5 cr.)

This course provides a comprehensive review of clinical and counseling approaches to group therapy. The theoretical bases of different approaches to group therapy, including psychoanalytic, existential, person-centered, gestalt, transactional, behavioral, rational-emotive, and reality therapy, are examined. Focus is on various types of groups, the efficacy of using group therapy as the treatment method with various multicultural populations, and the stages of group development.

PSYC 8726 Couples and Family Counseling (5 cr.)

This course introduces students to theoretical perspectives and techniques, classical schools of thought, and recent developments in couples and family therapy. Culture, gender, and ethnicity factors in family development are explored. Theoretical frameworks in couples and family therapy, including psychosocial, psychodynamic, transgenerational, strategic, cognitive-behavioral, and social constructionist models, are reviewed and compared. The roles of culture, spirituality, and values in understanding families are explored.

PSYC 8727 Religion and Spirituality in Counseling and Therapy (5 cr.)

This course provides an introduction to significant religious and spiritual movements, the interactions and divergences between religion and spirituality, and how these issues can emerge in counseling or therapy. Topics explored include values, assessment of religious manifestations, relations with clergy/spiritual leaders, use of bibliographic materials, ways to deal with religious/spiritual materials and themes presented by clients, cultural considerations that may intersect with religion and spirituality especially in relation to race, ethnicity, and nationality; sex and gender roles; sexual orientation; and treatment techniques.

PSYC 8728 Substance Abuse Counseling (5 cr.)

This course examines psychological aspects of addictions involving alcohol, prescription medications, and illegal substances. Current research in the field of dependency and addiction is explored. Topics include diagnosis, models of treatment, treatment planning, use of group and family treatment plans, and efficacy of treatment. Strategies to promote change, including the transtheoretical model of behavior change, are discussed.

PSYC 8729 Grief Therapy (5 cr.)

This course examines grief theory and its processes, tasks, and mediating factors, including age of the bereaved and deceased, type of death, and relationship with the deceased. Topics include coping and

coping interventions, dealing with grief in childhood and adolescence, and dealing with grief associated with loss of children. Diversity issues related to race, ethnicity, nationality, sexual orientation, sex and gender roles, and spirituality and religion are explored. Emphasis is placed on research-based intervention techniques.

PSYC 8730 Advanced Grief Therapy (5 cr.)

This course explores grief dynamics resulting from complicated grief, trauma, multiple loss, and disasters (both natural and man-made). The focus is on acute stress and post-traumatic stress disorder (PTSD), including the consideration of cultural factors in the assessment and treatment of those diagnosed with PTSD. (*Prerequisite: PSYC 8729.*)

PSYC 8732 Medical Crisis Counseling (5 cr.)

In this course, students discuss stress and psychological issues faced by patients and their families when coping with a life-threatening illness. Topics include points of access in the disease process as well as the understanding of many diseases' characteristics and treatments, with emphasis on appropriate interventions. Issues such as preferential treatment or lack thereof based on social class, visible family/social support, age, race/ethnicity/nationality, sexual orientation, and religion/spirituality are explored.

PSYC 8740 Disaster, Crisis, and Trauma (5 cr.)

This course defines natural and human-made disasters (e.g., war, violence, genocide, terrorist activities), and reviews how they impact the psychology of individuals and groups. Topics include theories of trauma; actions and behaviors following a disaster; stress, coping, and adjustment difficulties; psychological disorders (e.g., post-traumatic stress disorder); and available resources to deal with trauma. The course emphasizes the importance and development of culturally appropriate service delivery programs and interventions for individuals affected and traumatized by disasters.

PSYC 8741 Psychopharmacology (5 cr.)

This course provides an overview of the spectrum of psychotropic medications and their use in the treatment of mental and behavioral disorders. Topics include the role of the psychologist in prescribing medication and the efficacy of combining medication and psychotherapy. The focus is on the treatment of depression, anxiety, bipolar disorder, obsessive-compulsive behavior, schizophrenia, and childhood disorders; other psychological disorders as described in the DSM-IV-TR are reviewed. (*Prerequisite: PSYC 8226.*)

PSYC 8742 Conflict, Conflict Resolution, and Peace (5 cr.)

This course represents a study of conflict, conflict resolution, and peace from psychological and social psychological perspectives. Students examine the concept of conflict and methods of addressing it, including management, resolution, and transformation; theories related to conflict resolution; approaches to conflict resolution, including negotiation and third-party interventions; and social psychological factors that influence conflict and conflict resolution. Students also consider the influence of culture in conflict and conflict resolution; the role of ethics; intractable and international conflicts; the concept of peace; and how third-party approaches can contribute to the peace process. Students apply conflict resolution approaches to conflicts at all levels, from interpersonal to those involving whole nations.

PSYC 8743 Psychology of Terrorism (5 cr.)

This course examines the history, philosophy, and techniques of terrorism as well as countermeasures to terroristic threats to public safety. Topics include aspects of international and domestic terrorism with an emphasis on terrorism's roots, viewed from the broadest possible political, sociological, and cultural

perspectives; factors and catalysts attributed to the terrorism phenomenon—including poverty, psychology (e.g., motivational factors, antisocial behaviors), social injustice, oppression, and religion; and the impact of media and technology in aiding and countering terroristic activities.

PSYC 8745 Health Psychology (5 cr.)

This course reviews the field of health psychology with a focus on the biopsychosocial model; behavioral and biomedical theories are also discussed. Topics include the effect of psychological (personality), behavioral (health behaviors and coping), and social factors (stress and physician-patient relationships) on physical health and wellness. The course specifically addresses cardiovascular and immune health with a discussion of heart disease, stroke, cancer, and HIV/AIDS.

PSYC 8746 Behavioral Nutrition (5 cr.)

This course examines the interaction between behavior and nutrition. Topics include fundamental principles of human digestion and nutrient metabolism, specific nutrient requirements of the brain and brain metabolism of nutrients, and effects of nutrients on brain function. Using this background, students critically examine current trends in behavioral nutrition and conduct nutritional assessments.

(Prerequisite: PSYC 8226.)

PSYC 8747 Psychoneuroimmunology (5 cr.)

This course examines current theory and interdisciplinary (psychological and medical) research associated with psychoneuroimmunology (PNI). Topics include the mind/body interaction, its effects on overall health through modulation of the immune system, and mind/body interventions. Recent advances in medical science that have contributed to our knowledge of biological processes and how the mind can be used as a potent force in modifying the biological mechanisms involved in wellness and illness are explored. *(Prerequisite: PSYC 8226.)*

PSYC 8748 Stress and Coping (5 cr.)

This course examines the literature related to contemporary theories on the perception of stress, appraisal of stressors, ways of coping, and the psychophysiological mechanisms involved in the stress response. Topics focus on psychoneuroimmunology, behavioral nutrition, psychophysiology, traumatic stress, chronic pain, and stress-related psychophysiological and medical disorders as they relate to stress and coping. *(Prerequisite: PSYC 8226.)*

PSYC 8749 Leadership Development (5 cr.)

Great leadership is enhanced by an understanding of the psychological principles of leader development. The purpose of this course is to introduce students to the psychology of leadership and leader development. Topics include psychological theories of leadership, leadership styles, qualities of great leaders, and instruments used to assess leadership and leadership potential. Students apply psychological theories to understanding their own capacity for leadership.

PSYC 8750 Foundations of Industrial/Organizational Psychology (5 cr.)

This course introduces students to the field of industrial/organizational psychology. The major focus is on organizational theories and practices impacting the individual, group, and organization in a variety of industrial and organizational settings. Students learn to translate research and theory into practice in areas such as personnel selection, training, performance, and management, as well as in team and organizational development and change.

PSYC 8751 Leadership Coaching: Process and Practice (5 cr.)

Mentoring requires an understanding of different models and theories that support the development of effective leaders; more essential, however, is an understanding of the high-level skills and competencies that a mentor/coach needs to develop. This course is designed to help students understand and practice skills that will help them achieve effective mentoring through the relationship between coach and client. Skills such as active listening, learning, empowering clients, providing feedback, enabling change, and the use of assessment to facilitate understanding and development are reviewed. Students observe best practices through the use of videos.

PSYC 8752 Psychology of Organizational Behavior (5 cr.)

This course examines the application of behavioral theories in organizational settings. The focus is on individual, group, and organizational behavior. Topics include individual differences in employee motivation and job satisfaction, group development, team building, organizational leadership, and organizational design, culture, and development. Students acquire a broad knowledge base in organizational psychology, its research, and its applications. (*Prerequisite: PSYC 8750.*)

PSYC 8753 Vocational Psychology and Counseling (5 cr.)

This course examines major career development theories, assumptions, and implications for practice. Career information programs and systems in terms of their application to personnel assessment, counseling, development, and placement are reviewed. Focus is placed on the implications of individual differences in cultural, gender, and age-related issues. Students obtain a theoretical and practical basis for supporting individuals in vocation selection and career development.

PSYC 8754 Personnel Psychology in the Workplace (5 cr.)

This course explores the application of psychological theory and practice to human resources activities in organizations. Topics include job analysis and design, employee selection and placement, training and development, performance management and appraisal, and legal and ethical considerations in human resources management. (*Prerequisite: PSYC 8750.*)

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

This course provides an extensive consideration of leadership theories. Topics include definitions of leadership, major theoretical leadership models, and contextual and situational factors related to leadership. Special consideration is given to effective leadership issues and practices during the process of organizational change. Various perspectives on leadership and its role in the achievement of organizational, group, and team goals are explored. (*Prerequisite: PSYC 8750.*)

PSYC 8756 International/Cross-Cultural Issues in Organizations (5 cr.)

This course focuses on workplace issues arising from diverse cultural contexts. Topics include international and cultural comparisons of work motivation, communication, leadership, and decision-making, as well as organizational structures and characteristics. Sources and management of conflict, as well as conflict resolution strategies, are explored.

PSYC 8757 Leadership Coaching: Application (5 cr.)

Effective business coaches who are also leader-mentors need to be fully capable of working with clients immersed in different organizational cultures that present unique challenges. In this course, students experience the actual application of skills, models, and processes in individual and group business coaching settings. Topics include executive and leadership development, business acumen, strategic approaches to personal and professional growth, working remotely with clients and as members of

distributed or virtual teams, life-work blending, and career transitioning. Students have the opportunity to develop their own models of leadership coaching and are exposed to case studies and videos.

PSYC 8759 Psychology and the Media (5 cr.)

In this course students explore the evolution of the media and its impact on human behavior. They analyze the relationship between psychology and the media as it relates to violence, prosocial behaviors, sex and pornography, advertising, news and politics, special populations, and culture and the global community. Students also examine ethical and legal issues related to the psychology and the media, current and future challenges and trends, and the impact of the media on social change.

PSYC 8760 Educational Psychology (5 cr.)

This course examines the variables related to teaching and learning. Topics include teaching methods, educational achievement, learning environments, curriculum development, and characteristics of teachers and learners. Educational assessment, environmental issues, and educational research techniques are also explored.

PSYC 8761 The Psychological Impact of Film and Television (5 cr.)

This course examines the effects of film and television on individuals, groups, cultures, and the global community. Topics include origins, creative elements, and themes of film and television; influences of film and television content and delivery on emotions, behaviors, cognitions, perceptions, and values; media literacy training; portrayals of social groups in film and television; roles of news media in agenda setting; transformation of the political process; and war as entertainment.

PSYC 8762 Teaching of Psychology (5 cr.)

This course examines techniques and issues related to teaching psychology at the college/university level. The primary focus is on teaching skills, developing rapport with students, managing the course, and managing the classroom. Classroom communication and ethical issues relevant to both instructors and students are also covered.

PSYC 8763 Principles of Instructional Design (5 cr.)

This course presents a critical analysis of various instructional methods and techniques. It provides an overview of major theories of learning and an analysis of specific instructional applications. Students apply their prior knowledge of learning, development, and cognition to understanding factors related to instruction and instructional design. (*Prerequisites: PSYC 6235 and PSYC 8760.*)

PSYC 8764 Instructional Design for Online Course Development (5 cr.)

This course explores instructional design and delivery of online courses, issues related to assessment and evaluation in a distance-learning environment, and appropriate and systematic use of technology in online learning venues. Issues such as learning styles and instructional strategies in the online environment, alternatives to the online lecture, and effective course objectives and discussion questions are explored. (*Prerequisite: PSYC 8763.*)

PSYC 8765 The Psychological Impact of the Internet and Mobile Technologies (5 cr.)

The Internet and mobile technologies have increased the immediacy and accessibility of information and provided a global platform for the expression of creativity and new ideas. This course explores how the Internet and mobile technologies affect how people think, view the world, become informed, and record and interpret history. Topics include the use of the Internet for education, entertainment, self-exploration, and socialization; democratization of free speech; internationalization of news, shifts in industry, business models, and advertising; and technological innovations related to the political process.

PSYC 8780 Seminar in School Psychology (5 cr.)

This course introduces prospective school psychologists to the field of school psychology. Topics include the role and function of the school psychologist; legal, ethical, and professional issues in school psychology; fieldwork experiences; research methods in school psychology; and emerging technologies in school psychology.

PSYC 8784 Psychological Consultation (5 cr.)

This course examines the history, theory, process, and methods in the field of psychological consultation. It reviews the qualifications and techniques required by the psychologist to consult in a variety of settings, including the courtroom, business and industry, and educational, mental health, and medical settings.

PSYC 8785 Prevention: Research and Practice (5 cr.)

This course provides an inquiry into prevention and intervention programs for individuals, groups, and communities. Students consider cultural, social, psychological, family, organizational, and political factors bearing on the mental health and development of people in various settings, including schools, communities, and organizations. Theoretical frameworks guiding prevention and intervention are explored, including constructivist and ecological-developmental perspectives. Students gain experience in developing prevention-oriented programs within diverse systems.

PSYC 8805 Holistic Psychology (5 cr.)

This course provides students with a foundation in holistic psychology. Students examine topics in holistic and transpersonal psychology, as well as influences of theory and research in the areas of spirituality and mind/body relationships. Topics include states of consciousness, emotional and psychosomatic disorders, spiritual emergencies, death and dying, and integral psychology. Focus is placed on integration of perspectives.

PSYC 8810 Community Psychology (5 cr.)

This course introduces students to the basic concepts and practice of community psychology. Guiding values and assumptions of the field, basic ecological concepts, and models of intervention are examined. Topics include diversity in community psychology, social change, primary and secondary prevention, community mental health, empowerment, stress, and resiliency.

PSYC 8815 Contemporary Gerontology/Geriatric Psychology (5 cr.)

This course provides a multidisciplinary approach to the study of aging in contemporary societies. Biological, psychological, social, and societal contexts of aging are examined. Topics include historical and cross-cultural perspectives on aging, social theories of aging, managing chronic diseases, cognitive changes associated with aging, mental health issues, sexuality, and social interactions.

PSYC 8820 Successful Practice Management (5 cr.)

This course examines management principles and practices for applied and consulting psychologists. Topics include client goal setting; systematic intake procedures; developing treatment/intervention plans; treatment coordination and progress assessment; scheduling and billing; practice demographics; risk management; staying current with research, legal, and ethical issues; and staff supervision. (*Prerequisite: PSYC 8705.*)

PSYC 8825 Psychology of Gender (5 cr.)

This course introduces students to theories and research on gender role expectations and their influence on the psychosocial developmental experience of women, men, and children. Current gender research is

applied to understanding achievement, work, relationships, sexuality, violence, and physical health and illness. Responses of women and men to life stresses, women as clients in psychotherapy, and the increasing role of gender research in the mental health professions are emphasized.

PSYC 8830 Psychology of Sexuality (5 cr.)

This course provides an exploration of sexuality from a variety of perspectives, including historical, psychological, sociological, anthropological, biological, public health, and media and cultural studies. Traditional understandings of sexuality (including male and female sexual anatomy, physiology, and response; variations across the life span; sexual communication; love and interpersonal attraction; and sexual “disorders”) are examined using a variety of theoretical perspectives, including essentialist and constructivist notions of sex, sexuality, and sexual identity.

PSYC 8860 Independent Reading (1–5 cr.)

This course provides students an opportunity to examine a topic area of interest in more depth than is provided in the course offerings. Students work with an instructor to design a syllabus that defines the scope of the learning and participate in classroom experience. (*Prerequisite: Approved petition to academic advising.*)

PSYC 8871 Practicum (6 cr. minimum—3 cr. per term for minimum 2 terms)

The practicum provides students the opportunity to engage in a supervised experience that integrates theory and research with practice. The practicum experience includes guided development of intermediate conceptual, assessment, intervention, and evaluation skills; awareness of professional and ethical issues; professional and interpersonal growth; development of cultural competence; and effective use of supervision. Students must secure a practicum appropriate to their specialization, and the practicum must meet the current requirements of the state psychology board to which the student intends to apply. Students participate in an online classroom experience. The Ph.D. in Psychology practicum must be designed for a period of no fewer than 750 hours, to be completed over a minimum of two terms. **Note:** *Post-doctoral certificate students may complete the practicum in one term, but may register for an additional term if they need more time. (Prerequisite: Completion of the practicum application and approval of the field placement coordinator and completion of the Academic Year in Residence.)*

PSYC 8882 Internship (12 cr.—3 cr. per term for 4 terms)

The internship provides a supervised training experience that prepares students to successfully function in the role of a professional psychologist and/or counselor. Internship experiences emphasize the integration of theory and research through applied practice in a variety of settings and situations. Interns are mentored through a professional relationship with a supervising psychologist. They learn how to effectively use and understand a supervisory relationship, engage in critical thinking, conduct assessments, implement evidence-based interventions, evaluate intervention efficacy, engage in professional consultation, and function within professional ethical standards. Interns also participate in didactic training. Internship is the final component of advanced applied professional training for students in licensure specializations, prior to graduation. Students must secure internships appropriate to their specialization, and the internship must meet the current requirements of the state psychology board to which the student intends to apply. A total of 2,000 hours is required. Internships may be designed as a part-time or a full-time experience (minimum of 15 hours per week) but must be completed within a 2-year time frame. Students participate in an online classroom experience. (*Prerequisites: PSYC 8871, completion of the internship application, and approval of the field training coordinator.*)

PSYC 8900 Advanced Seminar in Psychology (1–5 cr.)

This is an advanced-level professional seminar with emphasis on current and emerging psychological theory, research, and/or practice; topics will vary. This course may have a residency seminar, depending on the topic. (*Prerequisites: Vary by topic.*)

PSYC 8901 Advanced Seminar in Psychology: Foundations of Reading and Literacy Development (5 cr.)

This course is designed to provide psychology students with a foundation in reading and literacy, responding to the challenge of promoting higher levels of literacy achievement for all students. It presents historical and contemporary perspectives on reading, implications of brain research, an introduction to reading processes, and a study of parent involvement in education. The course also covers reading assessment, linking assessment to intervention, the use of the three-tiered model, and the Response to Intervention (RTI) model.

PSYC 8902 Advanced Seminar in Psychology: Curriculum Theory and Design (5 cr.)

Psychology students who plan to work in schools may be involved in curriculum design issues as a part of their employment. This course helps students acquire an understanding of curriculum theory and design as it applies to the district or departmental level. Theoretical foundations of curriculum are applied to solving curricular problems with emphasis on the theoretical, practical, and political complexity of curriculum work.

PSYC 8912 Mental Health Law (5 cr.)

This course examines several different aspects of the law related to mental health issues. Laws and court decisions that affect the practice of psychology, such as the Tarasoff ruling, mandated reporting, and the Health Insurance Portability and Accountability Act (HIPAA) are addressed, as are the many areas of law that constitute forensic psychological practice including civil matters (such as personal injury and civil competency issues) and criminal matters (such as competency to stand trial, criminal responsibility, diminished capacity, and death penalty issues).

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

This course sequence offers doctoral students the opportunity to integrate their Program of Study into an in-depth exploration of an interest area that includes the completion of a research study. Students complete the dissertation with the guidance of a chair and committee members, in a learning platform classroom in which weekly participation is required. Students work with a dissertation chair to write the prospectus, complete an approved proposal (the first three chapters of the dissertation), complete an application for Institutional Review Board approval, collect and analyze data, and complete the dissertation. During the final quarter, students prepare the dissertation for final review by the university and conclude with an oral defense of their dissertation. Once students register for PSYC 9000, they are registered each term until successful completion of the dissertation, for a minimum of five terms.

(*Prerequisites: Foundation and core courses, and designation of an approved dissertation committee chairperson. Students doing a qualitative or mixed-methods dissertation study must also complete PSYC 8310. Students completing a mixed-methods dissertation study are strongly encouraged to also complete PSYC 8320.*)

PUBH

PUBH 5101 Principles of Communication in Public Health (2 cr.)

This course provides students with the written, oral, and online communication skills they need to be successful as scholar-practitioners and as public health professionals. Students learn theory and strategy-based communication principles for effectively disseminating public health information to varying audiences. Topics include risk communication, communication program planning, problem analysis, audience analysis, message strategies, media channels, and the impact of media on the public health. Emphasis is placed on scholarly writing, critical thinking, professional goal setting, and academic integrity in publications and research.

PUBH 5002 Essentials of Public Health: A Case Study Approach (4 cr.)

This course evaluates key aspects of public health, including its history, mission, essential services, core functions, infrastructure, resources, workforce, achievements, challenges, and career options. Students explore these facets through case studies, a hypothetical scenario, and journal articles. Although the main focus of this course is on the U.S. public health system, students are also exposed to global issues and views of public health.

PUBH 5115 Social, Behavioral, and Cultural Factors in Public Health (4 cr.)

This course presents an examination and analysis of the major social, behavioral, and cultural variables and issues that affect the health of populations, including community, gender, age, socioeconomic status, race, ethnicity, and environment, as well as behavioral risks. Research, theoretical, and conceptual frameworks from the social and behavioral sciences are explored as applied to public health problems and the reduction of health disparities.

PUBH 5125 Biostatistics (4 cr.)

This course addresses the application and interpretation of biostatistics in public health research and practice, including descriptive methodologies, statistical inference and probability, analysis of variance, and simple linear regression. Students are introduced to a statistical computer package such as SPSS.

PUBH 5145 Epidemiology (4 cr.)

This course provides an epidemiological approach to the study of incidence, prevalence, and patterns of disease and injury in populations and the application of this study to the control of public health problems. Key sources of data for epidemiological purposes are identified, and principles and limitations of public health screening programs are addressed. Students learn to calculate basic epidemiological measures and to draw appropriate inferences from epidemiological data and reports. (*Prerequisite: PUBH 5125.*)

PUBH 5165 Environmental Health (4 cr.)

This course offers a study of the environmental factors that affect the health and safety of a community. Topics include causal links between chemical, physical, and biological hazards in the environment and their impact on health, and the genetic, physiologic, and psychosocial factors that influence environmentally compromised health outcomes. Environmental risk assessment methods, strategies for effective management and control of environmental exposures, and legal, regulatory, and ethical

considerations at the federal, state, and local levels are explored. Examples of environmental threats including waste, water, air, vectors, and global warming are examined as well as issues related to bioterrorism and disaster preparedness and management.

PUBH 6002 Essentials of Public Health: A Case Study Approach (4 cr.)

This course evaluates key aspects of public health, including its history, mission, essential services, core functions, infrastructure, resources, workforce, achievements, challenges, and career options. Students explore these facets through case studies, a hypothetical scenario, and journal articles. Although the main focus of this course is on the U.S. public health system, students are also exposed to global issues and views of public health. **Note:** *It is recommended that this course be taken concurrently with PUBH 6101.*

PUBH 6101 Principles of Communication in Public Health (2 cr.)

This course provides students with the written, oral, and online communication skills they need to be successful as scholar-practitioners and as public health professionals. Students learn theory and strategy-based communication principles for effectively disseminating public health information to varying audiences. Topics include risk communication, communication program planning, problem analysis, audience analysis, message strategies, media channels, and the impact of media on the public health. Emphasis is placed on scholarly writing, critical thinking, professional goal setting, and academic integrity in publications and research. **Note:** *It is recommended that this course be taken concurrently with PUBH 6002.*

PUBH 6115 Social, Behavioral, and Cultural Factors in Public Health (4 cr.)

This course presents an examination and analysis of the major social, behavioral, and cultural variables and issues that affect the health of populations, including community, gender, age, socioeconomic status, race, ethnicity, and environment, as well as behavioral risks. Research, theoretical, and conceptual frameworks from the social and behavioral sciences are explored as applied to public health problems and the reduction of health disparities.

PUBH 6125 Biostatistics (4 cr.)

This course addresses the application and interpretation of biostatistics in public health research and practice, including descriptive methodologies, statistical inference and probability, analysis of variance, and simple linear regression. Students are introduced to a statistical computer package such as SPSS.

PUBH 6135 Leadership, Professionalism, and Ethics in Public Health Practice (4 cr.)

This course examines theories of leadership as well as the professional attributes, skills, styles, and strategies required to advance public health goals. Ethical choices, values, professionalism, opportunities for advocacy, and the application of principles of social justice implicit in public health decisions and practice are considered with emphasis on the importance of a collaborative approach to working with diverse communities and constituencies.

PUBH 6145 Epidemiology (4 cr.)

This course provides an epidemiological approach to the study of incidence, prevalence, and patterns of disease and injury in populations and the application of this study to the control of public health problems. Key sources of data for epidemiological purposes are identified, and principles and limitations of public health screening programs are addressed. Students learn to calculate basic epidemiological measures and to draw appropriate inferences from epidemiological data and reports. (*Prerequisites: PUBH 6110 or PUBH 6125.*)

PUBH 6155 Research in Public Health (4 cr.)

This course provides an examination of the research that informs public health programs, policy, and practice. Topics include the logic that underlies scientific research, study design, sampling, identification of variables, methods of data collection and analysis, key concepts in measurement including reliability and validity, program evaluation, and research ethics. Students will be introduced to methods of participatory research as well as statistical software that is used to support research. Strategies and skills for presentation of research results will be presented. (*Prerequisites: PUBH 6110 or PUBH 6125 and PUBH 6120 or PUBH 6145.*)

PUBH 6165 Environmental Health (4 cr.)

This course offers a study of the environmental factors that affect the health and safety of a community. Topics include causal links between chemical, physical, and biological hazards in the environment and their impact on health, and the genetic, physiologic, and psychosocial factors that influence environmentally compromised health outcomes. Environmental risk assessment methods, strategies for effective management and control of environmental exposures, and legal, regulatory, and ethical considerations at the federal, state, and local levels are explored. Examples of environmental threats including waste, water, air, vectors, and global warming are examined as well as issues related to bioterrorism and disaster preparedness and management.

PUBH 6170 Public Health Biology (4 cr.)

This course explores the implications that advances in biology have on approaches to public health practice. Topics include the biological and molecular basis of public health, ethical issues related to public health biology, the effects of genetics and genomics on health and disease, the application of biological principles and behavioral theories to disease prevention, control, and management programs, as well as the role of the immune system in individual and population health. A review of anatomical and pathophysiological processes will be included.

PUBH 6175 Health Policy and Management (4 cr.)

This course examines the factors that influence and improve health outcomes of individuals and populations, with attention to the goals of Healthy People 2010 and the main components and issues of organization, financing, and delivery of health services and public health systems in the United States. Topics include management theories and processes, systems thinking, strategic planning and partnerships, quality and performance improvement, leadership, and organizational behavior. The policy process as well as the advocacy role of the public health professional in influencing local, state, and federal policy is addressed. The impact of global trends on public health practice, policy, and systems is also considered.

PUBH 6227 Health Informatics (4 cr.)

This course examines the use of information technology in public health practice to access, interpret, and evaluate data for decision support and effective communication. Consideration is given to the application of legal and ethical principles in the dissemination of information in public health settings as well as the use of informatics methods and resources as strategic tools to promote public health. The collaborative approach to the design, implementation, and evaluation of informatics programs is also addressed.

PUBH 6235 Program Design, Planning, and Evaluation (4 cr.)

This course focuses on the competencies required of the public health professional in planning for the design, development, implementation, and evaluation of community health promotion and disease prevention initiatives. Attention is given to needs assessment and the social, behavioral, environmental, biological, and economic factors that contribute to health outcomes. Strategic approaches to planning, implementation, and evaluation including cost benefit analysis are addressed. Health behavior theories are

considered in the development of educational programs, the application of evaluation findings, and prioritization of community concerns and resources.

PUBH 6260 Legal and Regulatory Aspects of Public Health (2 cr.)

This course examines the role of federal, state, and local government in the assurance of public health through legislation and regulation. Consideration is given to contemporary legal and regulatory issues arising in public health practice and emergencies with attention to public health security and preparedness in response to bioterrorism and disasters.

PUBH 6635 Practicum I: Field Experience in Public Health (4 cr.)

The practicum provides an opportunity for applying and integrating, in a public health setting, the knowledge and skills acquired throughout the M.P.H. Program of Study and for further developing key professional competencies. This student-arranged experience is in alignment with the students' academic and professional goals and proceeds under the supervision of an instructor. Supervision by an on-site preceptor is a critical component of the practicum. Students begin a 240-field-hour practicum, participate in an accompanying online seminar course, and begin development of an ePortfolio based on the field experience. Ongoing monitoring and evaluation is provided by the on-site supervisor and the course instructor.

PUBH 6636 Practicum II: Capstone Experience in Public Health (4 cr.)

This course is the continuation of PUBH 6635 Practicum I: Field Experience in Public Health. To synthesize the practicum experience and the accompanying learning, students are required to complete an ePortfolio based on their field experience as well as a substantive written paper or project.

PUBH 8002 Essentials of Public Health: A Case Study Approach (4 cr.)

This course evaluates key aspects of public health, including its history, mission, essential services, core functions, infrastructure, resources, workforce, achievements, challenges, and career options. Students explore these facets through case studies, a hypothetical scenario, and journal articles. Although the main focus of this course is on the U.S. public health system, students are also exposed to global issues and views of public health. **Note:** *It is recommended that this course be taken concurrently with PUBH 8101.*

PUBH 8010 Promoting Population Health (5 cr.)

This course concentrates on the social foundations for public health and the leadership and research skills needed for effectively organizing and conducting population-based disease prevention and health promotion programs. Topics include the social history of public health; determinants and risk factors for population health; policy analysis and advocacy; building coalitions, alliances, and consortiums; constituency and community mobilization; media communications; social marketing; community education strategies; and diverse populations as well as those with disproportionate disease burdens.

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

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

PUBH 8020 Public Health Informatics (5 cr.)

This course focuses on the application of information technology to various functions of public health, especially regarding decision-making. The course provides an overview of database design, data storage, architecture, and computer networking for integration of database systems. Other topics include the use of medical and financial records for disease surveillance; standards for the collection, recording, and transmission of personal data; use of geographic information systems for mapping disease and risk factors; and methods for the evaluation of public health information systems.

PUBH 8101 Principles of Communication in Public Health (2 cr.)

This course provides students with the written, oral, and online communication skills they need to be successful as scholar-practitioners and as public health professionals. Students learn theory and strategy-based communication principles for effectively disseminating public health information to varying audiences. Topics include risk communication, communication program planning, problem analysis, audience analysis, message strategies, media channels, and the impact of media on the public health. Emphasis is placed on scholarly writing, critical thinking, professional goal setting, and academic integrity in publications and research. *Note: It is recommended that this course be taken concurrently with PUBH 8002.*

PUBH 8115 Social, Behavioral, and Cultural Factors in Public Health (4 cr.)

This course presents an examination and analysis of the major social, behavioral, and cultural variables and issues that affect the health of populations, including community, gender, age, socioeconomic status, race, ethnicity, and environment, as well as behavioral risks. Research, theoretical, and conceptual frameworks from the social and behavioral sciences are explored as applied to public health problems and the reduction of health disparities.

PUBH 8125 Biostatistics (4 cr.)

This course addresses the application and interpretation of biostatistics in public health research and practice, including descriptive methodologies, statistical inference and probability, analysis of variance, and simple linear regression. Students are introduced to a statistical computer package such as SPSS.

PUBH 8135 Leadership, Professionalism, and Ethics in Public Health Practice (4 cr.)

This course examines theories of leadership as well as the professional attributes, skills, styles, and strategies required to advance public health goals. Ethical choices, values, professionalism, opportunities for advocacy, and the application of principles of social justice implicit in public health decisions and practice are considered with emphasis on the importance of a collaborative approach to working with diverse communities and constituencies.

PUBH 8145 Epidemiology (4 cr.)

This course provides an epidemiological approach to the study of incidence, prevalence, and patterns of disease and injury in populations and the application of this study to the control of public health problems. Key sources of data for epidemiological purposes are identified, and principles and limitations of public health screening programs are addressed. Students learn to calculate basic epidemiological measures and to draw appropriate inferences from epidemiological data and reports. (*Prerequisite: PUBH 8125.*)

PUBH 8155 Research in Public Health (4 cr.)

This course provides an examination of the research that informs public health programs, policy, and practice. Topics include the logic that underlies scientific research, study design, sampling, identification of variables, methods of data collection and analysis, key concepts in measurement including reliability

and validity, program evaluation, and research ethics. Students will be introduced to methods of participatory research as well as statistical software that is used to support research. Strategies and skills for presentation of research results will be presented. (*Prerequisites: PUBH 8125 and PUBH 8145.*)

PUBH 8165 Environmental Health (4 cr.)

This course offers a study of the environmental factors that affect the health and safety of a community. Topics include causal links between chemical, physical, and biological hazards in the environment and their impact on health, and the genetic, physiologic, and psychosocial factors that influence environmentally compromised health outcomes. Environmental risk assessment methods, strategies for effective management and control of environmental exposures, and legal, regulatory, and ethical considerations at the federal, state, and local levels are explored. Examples of environmental threats including waste, water, air, vectors, and global warming are examined as well as issues related to bioterrorism and disaster preparedness and management.

PUBH 8175 Health Policy and Management (4 cr.)

This course examines the factors that influence and improve health outcomes of individuals and populations, with attention to the goals of Healthy People 2010 and the main components and issues of organization, financing, and delivery of health services and public health systems in the United States. Topics include management theories and processes, systems thinking, strategic planning and partnerships, quality and performance improvement, leadership, and organizational behavior. The policy process as well as the advocacy role of the public health professional in influencing local, state, and federal policy is addressed. The impact of global trends on public health practice, policy, and systems is also considered.

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

This course explores leadership in the effective organization of communities, interagency collaborative efforts, and work sites for collective action regarding health promotion and education. Course topics include analysis of risk factors at the community, work site, local, state, national, and international levels. (*Prerequisites: Foundational and core curricula.*)

PUBH 8210 Public Campaigns for Health Promotion and Education (5 cr.)

This course investigates the persuasive use of mass communications media and marketing strategies in promoting health, reducing risk factors, and influencing community leadership to support healthful conditions. Topics include the design of mass media campaigns, target markets, and working with and responding to media, including broadcast, print, World Wide Web, and other electronic communication media. (*Prerequisites: Foundational and core curricula.*)

PUBH 8215 Public Health Policy Design and Implementation (5 cr.)

This course examines the application of scientific data in the formulation of policy recommendations, and the drafting of legislation and ordinances to promote equitable distribution of health resources, healthy living conditions, and other activities to reduce health risk. Students learn leadership strategies for effective lobbying of decision-makers and community leaders. (*Prerequisites: Foundational and core curricula.*)

PUBH 8220 Health Promotion and Education Interventions in Diverse Populations (5 cr.)

This course examines the planning and organization of health promotion programs for underserved, economically disadvantaged, and underrepresented populations. Students learn to design health promotion programs that consider the social, economic, and medical conditions influencing the health status of diverse populations. (*Prerequisites: Foundational and core curricula.*)

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

This course investigates randomized controlled trials of health promotion and education programs, and disease-prevention interventions, with communities as the units of analysis. It provides students with an in-depth study of techniques for randomization, multicenter coordination, data management, team building, statistical analysis, models for community assessment, publication, and ethics. (*Prerequisites: Foundational and core curricula.*)

PUBH 8235 Program Design, Planning, and Evaluation (4 cr.)

This course focuses on the competencies required of the public health professional in planning for the design, development, implementation, and evaluation of community health promotion and disease prevention initiatives. Attention is given to needs assessment and the social, behavioral, environmental, biological, and economic factors that contribute to health outcomes. Strategic approaches to planning, implementation, and evaluation including cost benefit analysis are addressed. Health behavior theories are considered in the development of educational programs, the application of evaluation findings, and prioritization of community concerns and resources.

PUBH 8300 Infectious Disease Epidemiology (5 cr.)

This course examines the epidemiology of infectious and acute diseases, including the impact of infectious diseases on populations, taxonomy and structure of disease agents, modes of transmission, infectivity, pathogenicity, virulence, incubation, and surveillance methods. Topics include diarrheal diseases, viral hepatitis, sexually transmitted diseases, HIV/AIDS, and airborne and vector-borne organisms. (*Prerequisites: Foundational and core curricula.*)

PUBH 8310 Social and Behavioral Epidemiology (5 cr.)

This course explores various works in social, behavioral, and psychiatric epidemiology, including those on the occurrence and distribution of illness. Course studies focus on the application of basic epidemiologic research designs; the study of social, behavioral, and psychiatric conditions in all age groups; and the relationship between sociocultural factors and individual or community behavioral issues. (*Prerequisites: Foundational and core curricula.*)

PUBH 8320 Environmental and Occupational Epidemiology (5 cr.)

This course focuses on methods used in evaluating the health effects of physical, biological, and chemical agents in the environment and evidence-based information of such exposures. Assignments include policy questions raised by the scientific evidence and review and criticism of current literature on specific environmental and occupational health issues of current interest. Special emphasis is given to study design, exposure assessment, outcome definition, and sources of bias. (*Prerequisites: Foundational and core curricula.*)

PUBH 8330 Chronic Disease Epidemiology (5 cr.)

This course examines the major chronic diseases: cancer, cardiovascular disease, neurological diseases, and diabetes. The course also focuses on major risk factors impacting chronic disease. Topics include surveillance of chronic diseases and evaluation of chronic disease prevention interventions. (*Prerequisites: Foundational and core curricula.*)

PUBH 8340 Molecular and Genetic Epidemiology (5 cr.)

This course acquaints students with the fundamentals of molecular and genetic epidemiology. Topics include molecular markers of environmental exposures, applications to risk assessment, genetic markers of susceptibility, the Human Genome Project, genetic testing, gene-environment interaction, and pharmacogenomics. (*Prerequisites: Foundational and core curricula.*)

PUBH 8350 Field Methods and Data Analysis in Epidemiology (5 cr.)

This course offers the opportunity to conduct epidemiological field studies. A focus is placed on theory and practice, which foster a better understanding and appreciation of survey methodology. Techniques and resources are given to successfully design and carry out the field portion of an epidemiological investigation, including staff recruitment and training; counting and listing techniques; enumeration methodologies; subject recruitment, retention, and tracking; data storage and management; and general survey instrument issues. (*Prerequisites: Foundational and core curricula*).

PUBH 9000 Public Health Dissertation (30 cr. minimum—6 credits per term for minimum 5 terms)

This course offers doctoral students the opportunity to integrate their Program of Study into an in-depth exploration of an interest area that includes the completion of a research study. Students complete the dissertation independently, with the guidance of a dissertation supervisory committee chair and committee members, in a learning platform classroom in which weekly participation is required. Students complete a prospectus, proposal, Institutional Review Board application, and dissertation. Once students register for PUBH 9000, they are registered each term until successful completion of the dissertation. (*Prerequisites: Foundational and core curricula; appointment of an approved dissertation committee chair.*)

RSCH

RSCH 8100 Research Theory, Design, and Methods (4 cr.)

This research course provides students with core knowledge and skills for understanding, analyzing, and designing research at the doctoral level. Students explore the philosophy of science, the importance of theory in research, and research processes. Quantitative, qualitative, and mixed-method research designs and methods are introduced. Ethical and social change implications of conducting research, producing knowledge, and engaging in scholarship are emphasized. Students will apply and synthesize their knowledge and skills by developing elements of simple research plans. (*Prerequisite: a Foundations course or first course in a program.*)

RSCH 8200 Quantitative Reasoning and Analysis (4 cr.)

This research course provides students with core knowledge and skills for designing quantitative research at the doctoral level, including understanding data analysis and applying statistical concepts. Students explore classical quantitative research designs and common statistical tests, the importance of quality assurance, and ethical and social change implications of conducting quantitative research and producing knowledge. This course approaches statistics from a problem-solving perspective with emphasis on selecting appropriate statistical tests for a research design. Students use statistical software to calculate statistics and interpret and present results. Students will apply and synthesize their knowledge and skills by developing a quantitative research plan. (*Prerequisite: RSCH 8100.*)

RSCH 8250 Advanced Quantitative Reasoning and Analysis (4 cr.)

This research course builds upon knowledge and skills acquired in RSCH 8200: Quantitative Reasoning and Analysis and provides experience applying them. It provides students with more specialized knowledge and skills for designing quantitative research at the doctoral level, including understanding multivariate data analysis and applying more advanced statistical concepts. Students explore comprehensive quantitative research designs and suitable statistical tests, the importance of quality assurance, and ethical considerations and social change implications of conducting quantitative research

and producing knowledge. This course approaches statistics from a problem-solving perspective with emphasis on selecting the appropriate research design and statistical tests for more complex research questions or problems. Students use statistical software to perform analyses and interpret and present results. Students will apply and synthesize their knowledge and skills by developing a quantitative research plan. (*Prerequisite: RSCH 8200.*)

RSCH 8300 Qualitative Reasoning and Analysis (4 cr.)

This research course provides students with core knowledge and skills for designing qualitative research at the doctoral level, including understanding data analysis. Students explore the nature of qualitative inquiry; fieldwork strategies and the nature of observation; theoretical approaches to qualitative research; the importance of quality assurance; and the ethical, legal, and social change implications of conducting qualitative research and producing knowledge. Students use software to code data and interpret and present results. Students will apply and synthesize their knowledge and skills by developing a qualitative research plan. (*Prerequisite: RSCH 8100.*)

RSCH 8350 Advanced Qualitative Reasoning and Analysis (4 cr.)

This research course builds upon knowledge and skills acquired in RSCH 8300: Qualitative Reasoning and Analysis and provides experience applying them. It provides students with more specialized knowledge and skills within each of the common qualitative traditions for designing qualitative research at the doctoral level. Students explore more complex qualitative research designs and analyses; multiple approaches to coding and organizing data; core components of a qualitative write up; the importance of quality assurance; and the ethical considerations and social change implications of conducting qualitative research and producing knowledge. Students will apply and synthesize their knowledge and skills by developing a qualitative research plan. (*Prerequisite: RSCH 8300.*)

RSCH: 8450 Advanced Mixed-Methods Reasoning and Analysis (4 cr.)

This research course builds upon knowledge and skills acquired in RSCH 8200 Quantitative Reasoning and Analysis and 8300 Qualitative Reasoning and Analysis. It provides students with more specialized knowledge and skills for designing mixed-methods research at the doctoral level. Students gain an understanding of the types of mixed-methods designs and how to select the most appropriate approach for the research question. The course emphasizes integrating quantitative and qualitative elements into true mixed-methods studies, practice in data analysis, and integration of qualitative and quantitative data within a research write-up. Reliability and validity in mixed-methods approaches will be highlighted. Students will apply and synthesize their knowledge and skills by developing a truly mixed methods research plan that appropriately incorporates qualitative and quantitative elements. (*Prerequisites RSCH 8200 and RSCH 8300.*)

READ

READ 6581 Reading in the Content Areas, Grades 6–12 (3 sem. cr.)

Teachers learn and use research-based strategies to enhance students' reading proficiency and develop critical literacy skills while teaching essential content. Strategies are designed to enhance learning in science, mathematics, history, English, and other middle level or secondary content areas.

READ 6582 Writing in the Content Areas, Grades 6–12 (3 sem. cr.)

Teachers integrate writing into content area curriculum, instruction, and assessment, and learn how to help students use writing to both deepen and clearly demonstrate their understanding of the subject

matter. Strategies include the use of various types of journals and learning logs, writing frameworks, and note-taking tools. Special emphasis is given to the writing process and to skills in various writing genres.

READ 6583 Technology and Literacy in the Content Areas, Grades 6–12 (3 sem. cr.)

Teachers integrate technology into research-based instructional models and strategies to develop higher levels of literacy and facilitate more effective content area learning. Included are information literacy skills such as Internet searching, critically evaluating online resources, and expanding the learning community across boundaries.

READ 6584 Supporting Struggling Readers, Grades 6–12 (3 sem. cr.)

Teachers learn and use strategies to help improve middle level and secondary students' reading, writing, test-taking, and study skills as a way to increase their learning and achievement in the content areas.

SBSF

Bachelor's Students

SBSF 3100 Skills for Academic Integrity (1 cr.)

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

SBSF 3200 A Practical Course in APA Style (2 cr.)

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

Master's Students (Quarter-Based)

SBSF 5100 Skills for Academic Integrity (1 cr.)

This course is designed to provide students with an understanding of academic integrity and to provide practice using a plagiarism detection tool. Topics include definitions of academic integrity and plagiarism, Walden University academic integrity policy, and strategies for avoiding plagiarism. This course is designed to help students who need extra practice writing with academic integrity and is

required for students who have academic integrity violations. Upon completion, students will be able to demonstrate improvement in writing with academic integrity. **Note:** *This course is for quarter-based master's-level students.*

SBSF 5350 Writing a Literature Review (4 cr.)

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

SBSF 5502 Introduction to Statistics and Applied Research Methods (5 cr.)

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

SBSF 6000 Graduate Writing (4 cr.)

This course is designed to improve the writing skills of two groups of students: those whose course instructors have recommended they enroll in a writing skills course and those who wish to improve their writing to enhance their ability to succeed in Walden's writing-intensive courses and KAMs. Course readings, activities, and assignments provide models to help students create their own writing processes, teaching them how to generate ideas, give those ideas initial shape in essay drafts, revise drafts based on instructor and colleague feedback, and edit and proofread final drafts. Establishing these individual processes will hone the analytical and writing skills students need to perform at a graduate level, and give students and instructors opportunities to assess and strengthen students' proficiency level. Major projects include summary, rhetorical analysis, research, and self-reflection essays and peer review of these essays. **Note:** *This course is for quarter-based master's-level students.*

SBSF 6100 A Practical Course in APA Style (2 cr.)

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

SBSF 6101 Critical Thinking and Logic (4 cr.)

This course focuses on the skills students need to read critically and think about complex issues, evaluate the validity of arguments, and construct reasoned arguments with logical conclusions. Students learn techniques for assessing ideas presented in written materials to help readers judge the strengths and

weaknesses of other communicators' arguments. Students learn to develop logically sound, evidence-based arguments to support their ideas and views in their studies and work. Finally, the course offers additional ways for students to bolster their critical-thinking skills by considering succinct writing, logical reasoning, and moral and ethical values. **Note:** *This course is for quarter-based master's-level students.*

SBSF 6104 Communications and Teamwork in a Global Society (4 cr.)

This course provides the information and sensibilities a person needs to work effectively in teams, to collaborate with others, and to function effectively in a diverse, global environment. It also focuses on the different communication styles of individuals, the dynamics of teams, and understanding basic issues and practices in cross-cultural communication and cooperation. As communities and workplaces continue to diversify and globalize, respecting differences, understanding how others think, and understanding how to communicate and work effectively with people who are different from yourself are essential skills for success. **Note:** *This course is for quarter-based master's-level students.*

SBSF 6150 Graduate Writing for Non-Native English Speakers (4 cr.)

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

SBSF 7250 Writing a Literature Review (4 cr.)

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

Master's Students (Semester-Based)

SBSF 5101 Skills for Academic Integrity (1 sem. cr.)

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

SBSF 5351 Writing a Literature Review (3 sem. cr.)

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

SBSF 5501 Introduction to Statistics and Applied Research Methods (4 sem. cr.)

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

SBSF 6001 Graduate Writing (3 sem. cr.)

This course is designed to improve the writing skills of two groups of students: those whose course instructors have recommended they enroll in a writing skills course and those who wish to improve their writing to enhance their ability to succeed in Walden's writing-intensive courses and KAMs. Course readings, activities, and assignments provide models to help students create their own writing processes, teaching them how to generate ideas, give those ideas initial shape in essay drafts, revise drafts based on instructor and colleague feedback, and edit and proofread final drafts. Establishing these individual processes will hone the analytical and writing skills students need to perform at a graduate level, and give students and instructors opportunities to assess and strengthen students' proficiency level. Major projects include summary, rhetorical analysis, research, and self-reflection essays and peer review of these essays. **Note:** *This course is for semester-based master's-level students.*

SBSF 6103 Communications and Teamwork in a Global Society (3 sem. cr.)

This course provides the information and sensibilities a person needs to work effectively in teams, to collaborate with others, and to function effectively in a diverse, global environment. It also focuses on the different communication styles of individuals, the dynamics of teams, and understanding basic issues and practices in cross-cultural communication and cooperation. As communities and workplaces continue to diversify and globalize, respecting differences, understanding how others think, and understanding how to communicate and work effectively with people who are different from yourself are essential skills for success. **Note:** *This course is for semester-based master's-level students.*

SBSF 6105 A Practical Course in APA Style (2 sem. cr.)

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

SBSF 6107 Critical Thinking and Logic (3 sem. cr.)

This course focuses on the skills students need to read critically and think about complex issues, evaluate the validity of arguments, and construct reasoned arguments with logical conclusions. Students learn techniques for assessing ideas presented in written materials to help readers judge the strengths and weaknesses of other communicators' arguments. Students learn to develop logically sound, evidence-based arguments to support their ideas and views in their studies and work. Finally, the course offers

additional ways for students to bolster their critical-thinking skills by considering succinct writing, logical reasoning, and moral and ethical values. **Note:** *This course is for semester-based master's-level students.*

SBSF 6151 Graduate Writing for Non-Native English Speakers (3 sem. cr.)

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

Note: *This course is for semester-based master's-level students.*

SBSF 7251 Writing a Literature Review (3 sem. cr.)

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

Ph.D. Students (Quarter-Based)

SBSF 7100 Research Forum (6 cr.)

The purpose of this forum is to assist students with making steady progress toward earning a Doctor of Philosophy degree. Students will prepare a plan of action, engage in regular scholarly discussion with a faculty mentor and fellow doctoral students, and submit a personal progress report. Students will submit drafts of Learning Agreements, Knowledge Area Modules (KAMs), and dissertations to the faculty mentor for feedback. Information and resources related to KAMs, dissertations, residencies, research and writing, and doctoral program expectations are provided for guidance.

SBSF 8004 Graduate Writing (4 cr.)

This course is designed to improve the writing skills of two groups of students: those whose course instructors have recommended they enroll in a writing skills course and those who wish to improve their writing to enhance their ability to succeed in Walden's writing-intensive courses and KAMs. Course readings, activities, and assignments provide models to help students create their own writing processes, teaching them how to generate ideas, give those ideas initial shape in essay drafts, revise drafts based on instructor and colleague feedback, and edit and proofread final drafts. Establishing these individual processes will hone the analytical and writing skills students need to perform at a graduate level, and give students and instructors opportunities to assess and strengthen students' proficiency level. Major projects include summary, rhetorical analysis, research, and self-reflection essays and peer review of these essays.

Note: *This course is for quarter-based doctoral-level students.*

SBSF 8100 Skills for Academic Integrity (1 cr.)

This course is designed to provide students with an understanding of academic integrity and to provide practice using a plagiarism detection tool. Topics include definitions of academic integrity and plagiarism, Walden University academic integrity policy, and strategies for avoiding plagiarism. This course is designed to help students who need extra practice writing with academic integrity and is required for students who have academic integrity violations. Upon completion, students will be able to

demonstrate improvement in writing with academic integrity. **Note:** *This course is for quarter-based doctoral-level students.*

SBSF 8104 Communications and Teamwork in a Global Society (4 cr.)

This course provides the information and sensibilities a person needs to work effectively in teams, to collaborate with others, and to function effectively in a diverse, global environment. It also focuses on the different communication styles of individuals, the dynamics of teams, and understanding basic issues and practices in cross-cultural communication and cooperation. As communities and workplaces continue to diversify and globalize, respecting differences, understanding how others think, and understanding how to communicate and work effectively with people who are different from yourself are essential skills for success. **Note:** *This course is for quarter-based doctoral-level students.*

SBSF 8150 Graduate Writing for Non-Native English Speakers (4 cr.)

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

SBSF 8201 Critical Thinking and Logic (4 cr.)

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

SBSF 8502 Introduction to Statistics and Applied Research Methods (5 cr.)

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

Ed.D. and D.B.A. Students (Semester-Based)

SBSF 8006 Graduate Writing (3 sem. cr.)

This course is designed to improve the writing skills of two groups of students: those whose course instructors have recommended they enroll in a writing skills course and those who wish to improve their writing to enhance their ability to succeed in Walden's writing-intensive courses and KAMs. Course readings, activities, and assignments provide models to help students create their own writing processes, teaching them how to generate ideas, give those ideas initial shape in essay drafts, revise drafts based on

instructor and colleague feedback, and edit and proofread final drafts. Establishing these individual processes will hone the analytical and writing skills students need to perform at a graduate level, and give students and instructors opportunities to assess and strengthen students' proficiency level. Major projects include summary, rhetorical analysis, research, and self-reflection essays and peer review of these essays.

Note: This course is for semester-based doctoral-level students.

SBSF 8101 Skills for Academic Integrity (1 sem. cr.)

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

SBSF 8105 A Practical Course in APA Style (2 sem. cr.)

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

SBSF 8107 Critical Thinking and Logic (3 sem. cr.)

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

SBSF 8151 Graduate Writing for Non-Native English Speakers (3 sem. cr.)

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

SBSF 8203 Communications and Teamwork in a Global Society (3 sem. cr.)

This course provides the information and sensibilities a person needs to work effectively in teams, to collaborate with others, and to function effectively in a diverse, global environment. It also focuses on the different communication styles of individuals, the dynamics of teams, and understanding basic issues and

practices in cross-cultural communication and cooperation. As communities and workplaces continue to diversify and globalize, respecting differences, understanding how others think, and understanding how to communicate and work effectively with people who are different from yourself are essential skills for success. **Note:** *This course is for semester-based doctoral-level students.*

SBSF 8501 Introduction to Statistics and Applied Research Methods (4 sem. cr.)

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

SCIE

SCIE 6660 The Nature of Science (3 sem. cr.)

Investigate the nature and history of science and the role science plays in 21st-century life. Discover unifying themes across all areas of science such as scientific inquiry, systems and energy, models and scale, constancy and change, ecology and the environment, and form and function. Explore environmental science and apply the scientific tools of inquiry, discovery, hypothesis, and theory to facilitate your own learning in science and to foster engaging and motivating scientific learning in your students.

SCIE 6661 Exploring the Physical World (3 sem. cr.)

Examine various physical phenomena (e.g., light, sound, heat, magnetism, and motion). Engage in authentic, active learning experiences that advance your knowledge about these phenomena and model creative teaching approaches that you can use to engage your students in powerful learning about the physical sciences. The practical application of theories and concepts will be emphasized.

SCIE 6662 Investigating the Living World (3 sem. cr.)

Take a journey of discovery and explore the components of the living world, including plants, animals, fungi, and other organisms as well as their ecology. Learn about the controversy that persists in the scientific community about what makes an organism alive and discover how organisms interact with each other and their environments. Use inquiry methods to develop learning experiences to engage your own students in exploring these ideas in the classroom.

SCIE 6663 Exploring the Earth and Beyond (3 sem. cr.)

Investigate timeless questions about how the Earth fits into time and space. Explorations will span from ocean depths to the breadth of the universe. Examine earthly and other-world phenomena, such as weather, climate, volcanoes, earthquakes, planetary systems, and supernovae, and explore the similarities and differences between our world and other worlds. Transferring this scientific knowledge to classroom instruction will be emphasized.

SCIE 6664 Looking Into the Future of Science and Education (3 sem. cr.)

Take a future-focused view of science while developing your skills in science education. Trends, issues, challenges, and opportunities related to science and its role in schools, society, and the workplace will be explored. Topics include genetic engineering, biotechnologies, environmental issues such as climate

change and global warming, and the call for education in STEM (science, technology, engineering, and mathematics). Engage in professional discourse to grapple with uncertainties, and learn how scientific principles can be used to advocate for authentic social change.

STAT

STAT 2001 Statistics (5 cr.)

This course examines the fundamentals of probability and descriptive and inferential statistics. Hypothesis testing, simple regression, and correlation analysis are covered, with emphasis on the application of these techniques to business decision-making. The analysis and application of statistics in cases are stressed. (*Prerequisite: MATH 1001, for business administration or computer information systems majors, or MATH 1002, for all other majors.*)

STAT 3401 Statistical Concepts for Software Quality Assurance (5 cr.)

This course is an introduction to the use test and tools for statistical analysis. Topics include introduction to statistical reasoning, data collection methods, visualization and use of descriptive statistics, parameter estimation and inferential methods.

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