

WALDEN UNIVERSITY

Walden University

Student Catalog

(April 2023)

Academic Offices

Walden University

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Contents

Contents

- Contents3
- 2022-2023 Calendar at a Glance* 14
 - Quarter14
 - Semester.....15
 - Tempo Learning®15
- What's New in the Catalog?*..... 15
- About the Catalog24
 - The Catalog* 24
 - The Student Handbook, Tempo Learning® Addendum, and University Guidebooks* 24
 - Walden Academic and Administrative Offices25
- About Walden26
 - About Walden University*..... 26
 - History* 26
 - Healthcare Access and Quality30
 - Social Supports for Healthy Communities30
- Vision, Mission, and Goals Vision, Mission,31
 - Vision31
 - Mission31
 - Goals.....31
 - Social Change.....31
 - University Outcomes31
 - University Values32
 - Values32

Quality.....	32
Integrity.....	32
Student-Centeredness.....	32
Accreditation, State Authorization and.....	33
Council for the Accreditation of Educator Preparation (CAEP).....	33
Council for Accreditation of Counseling and Related Educational Programs (CACREP).....	33
Accreditation Board for Engineering and Technology (ABET).....	33
Accreditation Council for Business Schools and Programs (ACBSP).....	34
Global Accreditation Center (GAC) of the Project Management Institute (PMI)®	34
Commission on Collegiate Nursing Education.....	34
Council on Social Work Education (CSWE)	34
Council on Education for Public Health (CEPH) Board of Councilors	34
<i>State Authorization and International Approval Statements</i>	<i>35</i>
Note to California Residents.....	35
Legal Information	40
<i>Privacy Policy</i>	<i>40</i>
Personal Information.....	40
Collection of Personal Information	40
Use of Personal Information	41
Disclosure of Personal Information.....	42
Other Uses and Disclosures.....	43
Other Information.....	43
Security.....	46
Choices and Access	46
How you can access, change, or delete your Personal Information	46

Retention Period.....	47
Third Party Services	47
Third Party Advertising	47
Third Party Payment Service.....	48
Updates to This Privacy Policy	48
Contacting Walden.....	48
Additional Information for Individuals in the EEA.....	49
Additional Information for Individuals in California.....	49
Trademarks.....	49
Copyright Statement.....	49
Link Policy and Disclaimer.....	49
Warranty and Other Disclaimers	49
<i>Walden Awards and Honoraria</i>	50
Honoraria for Research Publications and Presentations.....	50
Publications	50
Presentations.....	51
Undergraduate Academic Recognition Honor Roll for Undergraduates	51
Undergraduate Honor Society.....	51
Undergraduate Latin Honors.....	51
Presidential Commendation for Undergraduate Academic Achievement.....	52
Honorary Degrees	52
Nominations for Honorary Degrees	52
Guidelines for Using Honorary Degrees	52
Walden Awards	52
<i>Accelerate into Master's (AIM).....</i>	54

Requirements	54
AIM Program Chart.....	56
<i>Note on Endorsement, Licensure, or Certification</i>	65
Faculty and Administration	66
<i>Walden Leadership</i>	66
<i>Office of the President</i>	66
<i>Office of the Associate President and Provost</i>	66
<i>Division of Healthy Communities and Organizations</i>	67
<i>Division of Healthcare Access and Quality</i>	67
<i>Academic Affairs and Administration and University Registrar</i>	67
<i>Office of Institutional Effectiveness</i>	67
<i>Social Determinants of Health and Health Care Advancement</i>	67
<i>Academic Leadership</i>	67
Academic Residencies	67
Office of Academic Affairs.....	67
Office of Academic Support and Instructional Services	67
Office of Degree Acceleration.....	67
Office Inclusive Teaching and Learning.....	67
Office of Institutional Effectiveness	67
Office of Research and Doctoral Services.....	67
School of Lifelong Learning	68
Office of Student Affairs.....	68
Office of Student Experiential Learning Services.....	68
Office of Teaching and Learning Excellence.....	68
Office of Academic Support and Instructional Services (OASIS)	68
Office of Institutional Effectiveness	68

Office of Research and Doctoral Services	69
Office of Teaching and Learning Excellence	69
Board of Directors	69
Faculty	70
College of Allied Health	71
<i>Master of Science in Clinical Psychology</i>	71
<i>PhD in Clinical Psychology</i>	76
The Richard W. Riley College of Education.....	82
<i>BS in Elementary Education</i>	87
<i>Master of Arts in Teaching (MAT) in Elementary Education</i>	91
<i>Master of Arts in Teaching (MAT) in Special Education (K- Age 21)</i>	93
<i>Education Specialist (EdS) in Educational Leadership and Administration (Principal Preparation) Program</i>	98
<i>BS in Early Childhood Studies</i>	103
<i>MS in Developmental Psychology</i>	112
<i>MS in Early Childhood Studies</i>	118
Tempo Learning® Program	131
<i>MS in Education</i>	136
<i>MS in Health Education and Promotion</i>	194
<i>MS in Higher Education</i>	203
<i>MS in Instructional Design and Technology</i>	211
<i>MS in Psychology</i>	216
Tempo Learning® Program	227
<i>Education Specialist (EdS) in Curriculum, Instruction, and Assessment</i>	231
<i>Education Specialist (EdS) in Early Childhood Education</i>	234
<i>Education Specialist (EdS) in Educational Administration and Leadership</i>	238
<i>Education Specialist (EdS) in Educational Technology</i>	243
<i>Education Specialist (EdS) in Learning, Instruction, and Innovation</i>	247
<i>Education Specialist (EdS) in Reading, Literacy, and Assessment</i>	250

<i>Education Specialist (EdS) in Special Education</i>	255
<i>Doctor of Education (EdD)</i>	260
<i>PhD in Developmental Psychology</i>	301
<i>PhD in Education</i>	318
<i>PhD in Health Education and Promotion</i>	364
<i>BS in Child Development</i>	381
<i>Graduate Certificate in Adult Learning</i>	394
<i>Graduate Certificate in College Teaching and Learning</i>	395
<i>Graduate Certificate in Curriculum, Instruction, and Assessment</i>	395
<i>Graduate Certificate in Early Childhood Administration, Management, and Leadership</i>	396
<i>Tempo Learning® Program</i>	397
<i>Graduate Certificate in Early Childhood Advocacy and Public Policy</i>	399
<i>Graduate Certificate in Elementary Reading and Literacy</i>	400
<i>Graduate Certificate in Engaging Culturally Diverse Learners</i>	401
<i>Graduate Certificate in Enrollment Management and Institutional Marketing</i>	402
<i>Graduate Certificate in Higher Education Leadership for Student Success</i>	403
<i>Graduate Certificate in Mathematics 5-8</i>	406
<i>Graduate Certificate in Mathematics K-6</i>	407
<i>Graduate Certificate in Online Teaching for Adult Educators</i>	407
<i>Graduate Certificate in Reading and Literacy K-12</i>	409
<i>Graduate Certificate in Science, Grades K-8</i>	410
<i>Graduate Certificate in Special Education</i>	411
<i>Graduate Certificate in Teacher Leadership</i>	412
<i>Graduate Certificate in Teaching and Diversity in Early Childhood Education</i>	413
<i>Post-Baccalaureate Certificate in Instructional Design and Technology</i>	416
<i>Post-Master's Certificate in Curriculum, Instruction, and Assessment</i>	418
<i>Post-Master's Certificate in Early Childhood Leadership</i>	419
<i>Post-Master's Certificate in Educational Policy, Leadership, and Management (P-20)</i>	419
<i>Post-Master's Certificate in Educational Technology</i>	420
<i>er Post-Master's Certificate in Higher Education and Adult Learning</i>	421

<i>Post-Master's Certificate in Higher Education Leadership and Management</i>	421
<i>Post-Master's Certificate in Higher Education Leadership, Management, and Policy</i>	421
<i>Post-Master's Certificate in Organizational Research, Assessment, and Evaluation</i>	423
<i>Post-Master's Certificate in Reading, Literacy, and Assessment</i>	423
College of Health Sciences and Public.....	425
<i>BS in Health Studies</i>	426
Tempo Learning® Program	432
<i>BS in Public Health</i>	440
Tempo Learning® Program	446
<i>Graduate Certificate in Government Management</i>	456
<i>Graduate Certificate in Homeland Security</i>	457
<i>Graduate Certificate in Nonprofit Management</i>	457
<i>Graduate Certificate in Public Health</i>	458
<i>Graduate Certificate in Public Management and Leadership</i>	460
<i>Graduate Certificate in Public Policy</i>	461
<i>Graduate Certificate in Strategic Planning and Public Policy</i>	463
<i>Master of Public Administration (MPA)</i>	464
<i>Master of Public Health (MPH)</i>	470
<i>MS in Nonprofit Management and Leadership</i>	473
<i>Doctor of Public Administration (DPA)</i>	476
<i>Doctor of Public Health (DrPH)</i>	499
<i>PhD in Public Health</i>	508
<i>PhD in Public Policy and Administration (PPA)</i>	526
College of Management and Human	538
<i>BS in Business Administration</i>	540
Tempo Learning® Curriculum.....	548
<i>BS in Healthcare Management</i>	555
<i>BS in Accounting</i>	568
<i>BS in Business Communication</i>	572

<i>BS in Computer Information Systems</i>	574
<i>BS in Information Technology</i>	578
<i>BS in Business Administration Dual Degree and Global Business Concentration Programs</i>	582
<i>Graduate Certificate in Business</i>	583
<i>Graduate Certificate in Business Management</i>	584
<i>Graduate Certificate in Evidence-Based Coaching</i>	584
<i>Graduate Certificate in Healthcare Business Improvement</i>	585
<i>Graduate Certificate in Human Resource Leadership</i>	587
<i>Graduate Certificate in Human Resource Management</i>	588
<i>Graduate Certificate in Leading Complex Organizational Projects</i>	589
<i>Post-Doctoral Bridge to Business Administration Certificate</i>	590
<i>Post-Doctoral Bridge to Management Certificate</i>	591
<i>Undergraduate Certificate in Data Science</i>	593
<i>Post-Baccalaureate Certificate in Organizational Psychology and Development</i>	594
<i>Graduate Certificate in Advanced Cyber Security</i>	596
<i>Graduate Certificate in Advanced Project Management</i>	597
<i>Graduate Certificate in Applied Project Management</i>	598
Tempo Learning® Program	599
<i>Graduate Certificate in Auditing</i>	600
<i>Graduate Certificate in Brand and Product Marketing</i>	601
<i>Graduate Certificate in Communication</i>	601
<i>Graduate Certificate in Data Management</i>	603
<i>Graduate Certificate in Digital Marketing</i>	604
<i>Graduate Certificate in Fundamentals of Cyber Security</i>	605
<i>Graduate Certificate in Information Systems</i>	605
<i>Graduate Certificate in Leadership</i>	607
<i>Graduate Certificate in Managerial Accounting</i>	608
<i>Graduate Certificate in Population Health</i>	609
<i>Master of Business Administration (MBA)</i>	610
<i>Master of Healthcare Administration (MHA)</i>	623

Tempo Learning® Program	627
<i>MS in Cybersecurity (Quarter)</i>	630
<i>MS in Data Science (Quarter)</i>	631
Tempo Learning® Program	636
<i>MS in Industrial and Organizational (I/O) Psychology</i>	639
Tempo Learning® Program	643
<i>MS in Information Technology (Quarter)</i>	647
<i>MS in Leadership (Quarter)</i>	651
<i>Executive Master of Business Administration (EMBA)</i>	653
<i>Master of Information Systems Management (MISM)</i>	655
<i>MS in Accounting</i>	657
<i>MS in Communication</i>	663
<i>MS in Cybersecurity (Semester)</i>	665
<i>MS in Data Science (Semester)</i>	667
<i>MS in Information Technology (Semester)</i>	668
<i>MS in Finance</i>	674
<i>MS in Management</i>	680
<i>MS in Marketing</i>	684
<i>MS in Project Management</i>	686
<i>MS in Software Engineering</i>	688
<i>Doctor of Business Administration (DBA)</i>	691
<i>Doctor of Healthcare Administration (DHA)</i>	703
<i>Doctor of Information Technology (DIT) (Quarter)</i>	710
<i>Doctor of Information Technology (DIT) (Semester)</i>	721
<i>PhD in Health Services</i>	726
<i>PhD in Industrial and Organizational (I/O) Psychology</i>	737
<i>PhD in Management</i>	746
<i>PsyD in Behavioral Health Leadership</i>	755
College of Nursing	763
<i>Bachelor of Science in Nursing (BSN)</i>	764

Master of Science in Nursing (MSN).....	774
Tempo Learning®	794
Doctor of Nursing Practice.....	805
PhD in Nursing	831
Post-Master's Certificate in Adult Gerontology Acute Care Nurse Practitioner	844
Post-Master's Certificate in Adult Gerontology Primary Care Nurse Practitioner.....	849
Post-Master's Certificate in Family Nurse Practitioner.....	852
Post-Master's Certificate in Nurse Executive Post-Master's Certificate in Nurse Executive	856
Post-Master's Certificate in Nursing Education.....	857
Post-Master's Certificate in Nursing Informatics.....	858
Post-Master's Certificate in Pediatric Nurse Practitioner Primary Care	860
Post-Master's Certificate in Psychiatric Mental Health Nurse Practitioner	862
College of Psychology and Community.....	866
BS in Criminal Justice	867
Tempo Learning® Program	874
BS in Human Services.....	879
BS in Psychology.....	889
Graduate Certificate in Conflict Management and Negotiation	901
Graduate Certificate in Criminal Justice	901
MS in Criminal Justice	902
Tempo Learning® Program	913
MS in Criminal Justice Leadership and Executive Management.....	916
MS in Forensic Psychology.....	918
MS in Human Services.....	929
Doctor of Human Services	936
PhD in Criminal Justice	941
PhD in Forensic Psychology	954
PhD in Human Services.....	971
PhD in Psychology.....	1011

<i>Post-Doctoral Respecialization Certificate</i>	1040
<i>BS in Forensic Psychology</i>	1041
<i>Post-Master's Online Teaching in Psychology Certificate</i>	1043
College of Social and Behavioral Health	1044
<i>Bachelor of Social Work (BSW)</i>	1045
<i>Master of Social Work (MSW)</i>	1047
<i>Graduate Certificate in Social Work (Optional Embedded Certificate)</i>	1054
<i>Doctor of Social Work (DSW)</i>	1064
<i>PhD in Social Work</i>	1085
<i>MS Dual Degree in Clinical Mental Health Counseling and School Counseling</i>	1107
<i>MS in Clinical Mental Health Counseling</i>	1108
<i>MS in School Counseling</i>	1108
<i>MS in Clinical Mental Health Counseling</i>	1114
<i>MS in Marriage, Couple, and Family Counseling</i>	1119
<i>MS in School Counseling</i>	1126
<i>PhD in Counselor Education and Supervision</i>	1132
School of Interdisciplinary Undergraduate	1140
<i>Undergraduate Minors</i>	1140
<i>General Education Curriculum</i>	1147
Programs Requiring Specific General Education Courses.....	1150
<i>BS in Communication</i>	1157
<i>Course Descriptions (PDF)</i>	

Walden University Student Catalog (Spring 2023)

Welcome to the 2022-2023 Student Catalog

Dear Students,

We are so glad that you selected Walden as your learning partner and that you are part of our community. Our single focus is on helping you be successful-as a student, graduate, and contributing member of your profession and community. From our founding in 1970, Walden has been committed to providing the best education for working professionals like you.

As you look through this catalog, I hope you don't think of it as only a list of courses, but as a resource for your educational journey. It is important for you to know that the program requirements in your Program of Study and published in the catalog at your time of admission are the ones you need to follow. Our student handbook contains our policies and procedures on academic progress, support services, student expectations and responsibilities, and other topics. Be sure to check out the "What's New in the Catalog?" section for significant changes to our programs and the "What's New in the Handbook?" section for updates to policies.

Throughout your journey toward graduation, please remember that you are never alone. The faculty and student support teams here at Walden have you at the center of everything they do. They are committed to your success.

Reach out to them when you have questions or need guidance or advice on advancing your goals. We've seen what our alumni have accomplished, and we want the same for you.

We value your time with us and the trust you put in Walden to challenge your mind, unlock your potential, and make it possible for you to achieve your goals. We all look forward to your success.

Personally, I look forward to conferring your degree and seeing how you use it to improve your career and your community.

Sincerely,



2022-2023 Calendar at a Glance

Quarter

Fall Quarter 2022: August 29-November 20, 2022

Winter Quarter 2022-2023: November 28, 2022-February 19, 2023

Spring Quarter 2023: February 27-May 21, 2023

Summer Quarter 2023: May 29-August 20, 2023

Semester

Fall Semester 2022: September 5-December 25

Spring Semester 2023: January 9-April 30

Summer Semester 2023: May 8-August 27

Tempo Learning®

December 5, 2022 - March 5, 2023

January 2, 2023 - April 2, 2023

February 6, 2023 - April 30, 2023

March 6, 2023 - June 4, 2023

April 3, 2023 - July 2, 2023

May 1, 2023 - August 6, 2023

June 5, 2023 - September 3, 2023

July 3, 2023 - October 1, 2023

August 7, 2023 - November 5, 2023

September 4, 2023 - December 3, 2023

October 2, 2023 - December 31, 2023

November 6, 2023 - February 4, 2024

December 4, 2023 - March 3, 2024

Walden Tempo Learning® terms are 3 months long and provide students with the opportunity to complete as many competencies as possible within that time frame. Instead of traditional semester or quarter start dates, students may start their Tempo Learning® program on the first Monday of any month. The date that students begin in the Tempo Learning® modality marks their first term. Students will continue to enroll in subsequent 3- month terms until they successfully complete all of their program's Competency Assessments and graduate.

Subscription term end dates cannot be extended.

See the complete Academic Calendar.

What's New in the Catalog?

Listed below are the new courses, programs, concentrations, specializations, and certificates included in this version of the 2022-2023 *Walden University Catalog*. Also listed are those courses, programs, concentrations, specializations, and certificates that have changed significantly and the date that those changes take effect. Unless otherwise noted, all information in this catalog is effective as of **February 27, 2023**.

Changes remain listed on "What's New?" from the date of the change until publication of the next catalog version. The Walden University Catalog is continuously updated online. The most recent version of the catalog is the default publication. See [About the Catalog](#).

+Catalog Updates

April 2023

- Replaced NURS 6411 with NURS 6412 on Post-Master's Certificate in Nursing Informatics (April 10, 2023).
- Updated course sequence tables for the Doctor of Nursing Practice program (April 10, 2023).

- Removed courses no longer offered (April 10, 2023):
 - NURS6411
 - NURS 6301
 - PUBH-6260
 - PUBH-6635
 - PUBH-8003
 - PUBH-8520
 - PUBH-8500
 - PUBH-8560
 - HUMN 8240
 - PSYC 8241
 - PSYC 5240
 - PSYC 6240
 - EDUC-1003
 - EDUC-1012
 - EDUC-2002
 - EDUC-3111
 - EDUC-3112
 - EDUC-4112
 - EDUC-4211
- Added Prerequisites for NURS 6600 (April 10, 2023).
- Removed internship course not currently available (April 10, 2023):
 - IDST 4003
 - CAEX 3500
 - CAEX 6500
 - CAEX 6501
- Updated course descriptions (April 10, 2023):
 - SOCW 6103
 - SOCW 6215
 - SOCW 6333
 - SOCW 6204
- Removed Undergraduate Minors no longer offered (April 10, 2023):
 - Minor in Applied Instructional Design and Technology
 - Minor in Introductory Instructional Design and Technology
- Updated Walden Faculty Academic Credentials (PDF) (April 10, 2023).
- Updated degree requirements and program track information for PhD in Psychology (April 5, 2023).
- Added PSYC 4900 to the curriculum list for BS in Public Health (April 3, 2023).
- Updated course description for MMHA 6475 (April 3, 2023).
- Updated Accelerate into Master's information for Master of Healthcare Administration (April 3, 2023).

- Updated Student Support Services Office of Degree Acceleration (April 3, 2023).

March 2023

- Removed courses no longer available (March 30, 2023):
 - CRJS 6321
 - MMPA6321
 - MMPA6346
 - PPPA 8321
 - PSYC 6771
 - PSYC 8810
- Updated the Note on Licensure and Note on Certification for the Doctor of Nursing Practice (March 29, 2023).
- Adding the following Note on Licensure to the Post-Master's Certificate in Nurse Executive, Post-Master's Certificate in Nursing Education, and Post-Master's Certificate in Nursing Informatics (March 27, 2023).
 - The post-master's certificate program in Nurse Executive, Nursing Education, or Nursing Informatics is not a licensure-leading program and will not prepare students as nurse practitioners.
- Added BIOL 2888 - Microbiology (5 credits) to the required General Education Courses for Bachelor of Science in Nursing (March 23, 2023).
- Changed the title for course COUN 6328 from "Research and School Counseling Program Evaluation" to "Research Methodology and Program Evaluation."
- Updated Transfer and Exemption policy for "Previous Walden Students at All But Dissertation (ABD) Status" (March 23, 2023).
- Removed the following statements from program descriptions (March 22, 2023)
 - PhD in Public Policy and Administration.
 - "Students in this program may choose a specialization that fits their personal and/or career objectives."
 - Doctor of Public Administration
 - "Students in this program may choose from several specializations, including Geographic Information System (GIS) systems."
- Updated PhD in Nursing program (March 22, 2023). Removed the following Specializations from program pages (March 22, 2023):
 - PhD in Human Services
 - Specialization in Conflict Management and Negotiation
 - Specialization in Global Social Services
 - Master of Public Administration
 - Specialization in Social Entrepreneurship and Innovation
- Removed courses no longer offered (March 22, 2023):
 - MMPA6881
- Updated prerequisites for (March 21, 2023):
 - PSYC 3003
 - PSYC 4002

- Removed the following concentrations from the BS in Public Health program, as they are no longer offered (March 17, 2023):
 - Concentration in Child Development
 - Concentration in Disaster and Emergency Management
 - Concentration in Health and Cultural Diversity
 - Concentration in Health Communication
 - Concentration in Health Informatics
- Updated prerequisites for (March 16, 2023):
 - PSYC 2012
 - PSYC 4110
 - PSYC 3016
 - PSYC 3019
 - PSYC 4011
- Added "**Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment specialist [1-866-492-5336 (U.S.);1- 443-627-7222 (toll)] for more information." notation from these courses (March 15, 2023):
 - PSYC 2012
 - PSYC 2100
 - PSYC 3001
 - PSYC 3014
 - PSYC 2014
 - PSYC 3016
 - PSYC 3019
 - PSYC 4011
- Removed "**Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment specialist [1-866-492-5336 (U.S.);1-443-627-7222 (toll)] for more information." notation from these courses (March 15, 2023):
 - ITEC 6020
 - ITEC 6030
 - ITEC 6040
 - ITEC 6115
 - ITEC 6600
 - ITEC 6645
 - ITEC 6712
 - ITEC 6721
 - ITEC 8010
 - ITEC 8115
 - ITEC 8120
 - ITEC 8160

- o ITEC 8170
- o ITEC 8225
- o ITEC 8425
- o ITEC 8427
- o ITEC 8437
- o ITEC 8447
- o ITEC 8721
- o MMSL 6000
- o MMSL 6010
- o MMSL 6105
- o MMSL 6110
- o MMSL 6115
- o MMSL 6125
- o MMSL 6175
- o MMSL 6201
- o MMSL 6510
- o MMSL 6520
- o MMSL 6540
- o MMSL 6550
- o MMSL 6560
- o MMSL 6620
- o MMSL 6645
- o MMSL 6660
- o MMSL 6680
- o MMSL 6681
- o MMSL 6700
- o MMSL 6730
- o MMSL 6740
- o MMSL6741
- o MMSL 6750
- o MMSL 6801
- o PSYC 2000
- Updated course descriptions for (March 15, 2023):
 - o DDPA8392
 - o PPPA 8992
 - o HUMN 4011
 - o PSYC 4011
- Updated prerequisites for (March 15, 2023):
 - o PUBH 6035

- o PUBH 8034
- o PHLT 8066
- o PHLT 8078
- o PSYC 2000
- o PSYC 2001
- o PSYC 2002
- o PSYC 2005
- o PSYC 3003
- o PSYC 3005
- o PSYC 3006
- o PSYC 3007
- o PSYC 3009
- o PSYC 4002
- o PSYC 4006
- o PSYC 4010
- o PSYC 4110
- o PSYC 4920
- o PSYC 3002
- o PSYC 2100
- o PSYC 3001
- o PSYC 3014
- o PSYC 2014
- o PSYC 3019
- o PSYC 4011
- Updated MBA Self-Design specialization courses (March 15, 2023).
- Removed EDSD 7101 and added EDSD 7410, EDSD 7411, EDSD 7412, and EDSD 7107 from the specialization list for the Education Specialist (EdS) in Learning, Instruction, and Innovation program (March 14, 2023).
- Removed the following specializations from the MS in Psychology program, as they are no longer offered (March 14, 2023):
 - o Specialization in Crisis Management and Response
 - o Specialization in Terrorism and Security
- Updated course descriptions (March 13, 2023):
 - o HLTH 8034
 - o HLTH 8035
 - o PHLT 8034
 - o PUBH 6034
 - o PUBH 6035
 - o PUBH 8034
- Updated degree requirements and specialization courses for MS in Higher Education (March 9, 2023).

- Added a note that EDUC 6225 is available as a non-degree option (March 9, 2023).
- Updated Course Sequence table for the Doctor of Business Administration program by removing DDBA 8991 as a course option for Residency 2 (March 8, 2023).
- Added a note to the following specializations to note they are not currently accepting new students (March 7, 2023):
 - BS in Criminal Justice - Specialization in Crime and Criminals
 - BS in Criminal Justice - Specialization in Homeland Security
 - BS in Psychology - Specialization in Applied Psychology

February 2023

- Updated prerequisites on February 24, 2023, for:
 - NURS 3110A
 - NURS 4115 (previously had course NURS 400 as a pre-req, corrected typo to reflect NURS 4100).
 - NURS 4220A
- On February 15, 2023, replaced CLPB 601L with DDLB611L, and replaced CLPB 602L with DDLB 621L in the curriculum requirements for MS Dual Degree in Clinical Mental Health Counseling.
- Added new courses on February 15, 2023:
 - DDLB 611L
 - DDLB 621L
- Updated course descriptions and prerequisites on February 15, 2023 for:
 - PHLT 8066
 - PHLT 8068
 - NURS 6720
 - HLTH 8032
 - PUBH 6032
 - MMHA6038
 - PUBH 6038
 - HLTH 6038
 - HLTH 8038
 - PHLT 8038
 - PUBH 8038
 - NURS 3020
 - NURS 3110
 - NURS 4210
 - NURS 4115
 - NURS 4105
 - NURS 4100
 - NURS 3150
 - NURS 4005
 - NURS 4220
 - NURS 5050

- o NURS 3151
- o NURS 4211
- o NURS 4006
- o NURS 4221
- Updated NURS 8601 from "Students may take the DNP field experience up to six eight times..." to "Students may take the DNP field experience up to eight times..."
- Added a note to the degree requirements for DNP program.
 - o **Note:** Completion of the DNP program requires a minimum of 1,000 post-BSN practicum hours, with at least 400 hours at the DNP level.
- Updated General Program quarter credits for MS in Clinical Psychology on February 3, 2023 from 56-62 to 59-62 credits.
- Removed the following note from BS in Psychology General Education Courses Curriculum on February 3, 2023.
 - o A minimum of 55 quarter credits must be completed at the 3000, 4000, or 5000 level in order to meet program requirements. In some cases, this means that students will need to select 3000 or 4000 level courses as either general education or elective options. Students should consult their student success advisor if they have questions about individual program requirements.

January 2023

- Removed programs no longer available on January 30, 2023:
 - o BS in Interdisciplinary Studies
 - o BS in Psychology to MS in Forensic Psychology Articulation
 - o BS in Psychology to MS in Psychology Articulation
 - o BS in Criminal Justice to MS in Forensic Psychology Articulation
 - o BS in Criminal Justice to MS in Psychology Articulation
 - o BS in Criminal Justice to Master of Public Administration (MPA) Articulation
 - o BS in Criminal Justice to Master of Public Policy (MPP) Articulation
 - o BS in Political Science and Public Administration to Master of Public Health (MPH)

Articulation

- o BS in Political Science and Public Administration to Master of Public Administration (MPA) Articulation
- o BS in Political Science and Public Administration to MS in Nonprofit Management and Leadership Articulation
- Updated prerequisites for SOCW 6070 on January 26, 2023.
- Updated course title and description for DOPA 8391 Doctoral Seminar 1: Welcome to the Doctoral Study Journey! (previously Doctoral Seminar 1: Welcome to the Capstone Journey) on January 26, 2023
- Updated course description for PPPA 8991 Dissertation Seminar 1: Welcome to the Capstone Journey on January 26, 2023.
- Updated course description for NURS 8502 - Evidence Based Practice I (5 credits) on January 26, 2023.
- Updated course description for NURS 8505- Evidence Based Practice for the Executive Leader II (5 credits) on January 26, 2023.
- Updated course descriptions on January 26, 2023 for:
 - o MMPA 6851 Board Governance and Volunteer Management

- o NPMG 5451 Board Governance and Volunteer Management
 - o NPMG 6451 Board Governance and Volunteer Management
 - o PSYC 6793 Board Governance and Volunteer Management
 - o PPPA 8851 Board Governance and Volunteer Management
 - o MMHA 6452 Board Governance and Volunteer Management
 - o HUMN 8651 Board Governance and Volunteer Management
 - o HUMN 6651 Board Governance and Volunteer Management
 - o DOPA 8851 Board Governance and Volunteer Management
 - Removed Master of Public Policy (MPP) on January 24, 2023 as the program is no longer available.
 - Removed MS in Emergency Management on January 24, 2023 as the program is no longer available.
-

Walden University is accredited by the Higher Learning Commission (HLC).

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 Student Wellness and Disability Services at disability@mail.waldenu.edu (1-800-925-3368, ext. 3121205; or visit the Student Wellness and Disability Services website).

Walden University publications, including the Catalog and Student Handbook, represent 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.

Information in this version of the Walden University Catalog and Student Handbook is effective as of February 27, 2023.

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About the Catalog

The *Walden University Catalog and Student Handbook* are continuously updated online. The most recent version of the catalog is the default publication, but students can

access the current handbook or other catalogs and university guidebooks by opening the drop-down menu in the upper-right corner of this page and making a selection. Older catalogs are available by selecting the "Archived Catalogs" link in the right navigation pane.

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

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

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

For noncatalog questions or assistance, see the Contact Us page for access to Chat, FAQ & Help Center, phone numbers, and addresses. Students may also request support via Chat in the "Help" section of their MyWalden portal.

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

The Catalog

The *Walden University Catalog* is available electronically only on this website. Updates are made to the online version continuously. Students are encouraged to routinely check the site for new or supplemental information. Students should contact a member of the Student Success Advising Team or the program directors for clarification of specific academic program requirements.

Students who are admitted for, and enrolled during, the 2021-2022 academic year are subject to the degree requirements described in this *Walden University Catalog*. The university reserves the right to change any provision, offering, requirement, or fee at any time within the student's enrollment period. Neither the provisions of this *Walden University Catalog* nor the acceptance of students to the university through the admission, enrollment, and registration processes constitutes a contract or an offer of a contract. The university further reserves the right to require a student to withdraw from the university for cause at any time.

The Student Handbook, Tempo Learning® Addendum, and University Guidebooks

The *Walden University Student Handbook* includes Walden's current academic calendar for both quarter- and semester-based programs, university policies, procedures, and resources.

The Tempo Learning® Addendum to the *Walden University Student Handbook* contains information for students enrolled in or considering enrollment in Walden's competency-based Tempo Learning® program. The student handbook contains general policies and procedures for all Walden students; the addendum includes any additional policies or those specific to

students in the Tempo Learning® program.

The University Guidebooks are published resources posted on this site to help students through their programs, including how to prepare a dissertation or a doctoral study.

Walden Academic and Administrative Offices

Academic Offices

100 Washington Avenue South, Suite 1210

Minneapolis, MN 55401

Phone: 1-612-338-7224 or 1-800-

WALDENU (1-800-925-3368)

Fax: 1-612-338-5092

Administrative Offices

7080 Samuel Morse Drive Columbia, MD 21046

Phone: 1-866-4WALDEN (1-866-492-

5336)

Fax: 1-410-843-8104 Support Services

We understand that sometimes you would like to speak to a faculty or staff member face to face; however, Walden's academic offices are primarily for staff, faculty, and leadership to coordinate the day-to-day operations of the university and are not designed to accommodate student visits.

If you would like to meet your faculty or a staff member in person, Walden **does** offer local events where you can meet university representatives who are available to answer your questions. Please visit our News and Events page for more details.

Should a more pressing concern arise, please follow prescribed procedures as detailed within this handbook or your online classroom. Our Student Success Advising Team is also available to assist you Monday through Friday, 7 a.m. to 7 p.m. Central time at 1-800-WALDENU (1-800-925-3368).

About Walden

About Walden University

Walden University is an accredited institution that for 50 years has provided an engaging learning experience for working professionals. Our mission of producing scholar-practitioners has attracted a community of extraordinary students and faculty, all sharing a common desire to make a positive social impact-to make a difference.

Highlights of Walden's commitment include:

- **Diverse and comprehensive core curriculum:** Walden University provides students the intellectual foundation necessary to see the interrelationships among the central ideas and means of expression that are specific to the disciplines. This foundation supplies a context for knowledge and makes possible the cross-fertilization of ideas to enhance creativity, innovation, and problem-solving.
- **Student-centeredness:** Our faculty and staff are devoted to helping students balance their education with their personal and professional lives. Walden's library, tutoring, and other student services also provide essential resources.
- **Real-world application:** Degree programs are developed by scholar-practitioners who continually assess courses to make sure they are current and relevant.
- **Positive social change:** We believe that knowledge is most valuable when put to use for the greater good. Students, alumni, and faculty are committed to improving the human and social condition by creating and applying ideas to promote the development of individuals, communities, and organizations, as well as society as a whole.
- **Scholar-practitioner model:** Our goal is to help students become scholar-practitioners by challenging them to integrate scholarly research with their own expertise as skilled practitioners in their fields.

History

"I learned this, at least, by my experiment: that if one advances confidently in the direction of his dreams, and endeavors to live the life which he has imagined, he will meet with a success unexpected in common hours."

-Henry David Thoreau, *Walden* (1854)

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

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

Walden began by offering a Doctor of Education (EdD) degree focused on dissertation research for midcareer professionals who had postponed finishing their doctoral degrees. Conferring its first degree in 1971 and implementing a formal curriculum in

1977, Walden provided learner- centered programs to professionals in education, business, and government who pursued doctoral degrees in related disciplines, including health and human services. In 1982, Walden's academic office moved from Bonita Springs, Florida, to Minneapolis, Minnesota, in an effort to gain accreditation in a region that nurtures innovative education. The North Central Association of Colleges and Schools granted Walden University full regional accreditation status in 1990.

After more than 20 years with the university, satisfied that it was well-established, the Turners decided it was time to move on. Don Ackerman, a partner in a venture capital firm in Florida, became the university's owner and chair of the board in 1992. It was at this time that today's Walden began to emerge as an online university with curricula that emphasized a scholar-practitioner philosophy: applying theoretical and empirical knowledge to professional practice with the goal of improving organizations, educational institutions, and whole communities.

To further advance access to higher education, in 1995, Walden offered its first master's degree, the Master of Science in Educational Change and Technology Innovation. The web- based PhD in Psychology program was introduced in 1997, and after a rigorous 2-year self- study process, the North Central Association reaccredited the university for 7 years in 1998.

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

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

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

To support its mission to increase access to higher education for working adults, in 2008 Walden launched full bachelor's programs in such areas as business administration, child development, and psychology. Walden also created a third online peer-reviewed journal:

the Journal of Social, Behavioral, and Health Sciences. Similar to Walden's other two journals, the Journal of Social Change and the International Journal of Applied Management and Technology, this journal promotes research findings and encourages dialogue between scholars and practitioners.

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

In 2010, Walden celebrated its 40th anniversary. The CCNE granted accreditation to Walden's Bachelor of Science in Nursing (BSN) Completion Program in its first year of eligibility and reaccredited the Master of Science in Nursing program for 10 more years. Also in that year, Walden awarded Nelson Mandela an honorary doctorate degree.

The PhD in Management, Master of Business Administration (MBA), and BS in Business Administration programs were accredited by the Accreditation Council for Business Schools and Programs (ACBSP) in 2011. That same year, President Bill Clinton addressed more than 4,700 graduates from 39 countries at Walden's 46th Commencement Ceremony, saluting their commitment to higher education while urging them to turn good intentions into positive change.

In 2012, Cynthia G. Baum, PhD, was named the ninth president of Walden after serving as vice president of the College of Health Sciences and the College of Social and Behavioral Sciences and, more recently, as executive vice president of Walden. The Richard W. Riley College of Education and Leadership received accreditation by the National Council for Accreditation of Teacher Education (NCATE), which was considered a significant milestone in Walden's more than 40-year history of educating educators. Continuing the commitment to high-quality education, the Doctor of Business Administration (OBA) program was accredited by ACBSP.

The year 2013 was significant for several reasons: The Higher Learning Commission (HLC) reaffirmed Walden University's accreditation for 10 years, the maximum period of time granted. The next reaffirmation of accreditation is scheduled for 2022-2023. Walden also marked a milestone as it celebrated its 50th Commencement Ceremony on Saturday, August 17, 2013, at the Minneapolis Convention Center, with more than 600 graduates and 2,800 guests. The newest alumni were part of a graduating class of nearly 6,000 students representing 50 U.S. states and 65 countries who had completed their bachelor's, master's, doctoral, or education specialist degree programs at Walden during the prior 6 months. Also, Walden University's dedicated day of service to others—a tradition of carrying out its mission of positive social change—became Global Days of Service, a week-long international event.

Additionally, the Doctor of Nursing Practice (DNP) program, in its first year of eligibility, received professional accreditation from the CCNE, and the BS in Information Technology program was accredited by the Computing Accreditation Commission (CAC) of ABET.

In July 2014, Walden celebrated its 52nd Commencement with its largest graduating class in attendance. Dr. Condoleezza Rice, former secretary of state, addressed more than 1,100 graduates and 5,500 guests, faculty, administration, and staff. Rice received an honorary Doctor of Humane Letters, honoris causa degree, from Walden. The newest alumni included the first graduates from the Executive Master of Business Administration (EMBA) program and were part of a graduating class of nearly 5,500 students representing all 50 U.S. states and more than 70 countries.

The PhD in Counselor Education and Supervision and MS in Marriage, Couple, and Family Counseling programs were accredited by CACREP. These programs joined the university's already accredited MS in Clinical Mental Health Counseling program, making Walden one of the few institutions that offers these CACREP-accredited counseling programs online.

The year 2015 marked Walden's 45th anniversary. Jonathan Kaplan became Walden's president, and the university continued its trend of forward-thinking education by introducing Tempo Learning®, a self-paced, competency-based education experience. Walden's first program to utilize this format was the MS in Early Childhood Studies.

In 2016, Walden University's School of Social Work and Human Services was officially renamed the Barbara Solomon School of Social Work and Human Services to honor Dr. Barbara Solomon for her contributions as a social work professional and scholar throughout her 50-year career. Dr. Solomon's research and work have focused on improving social and mental healthcare services for underrepresented populations. As a board member, she has been an integral advisor for Walden's social work and human services programs.

Walden University achieved another milestone when our Master of Social Work (MSW) program earned accreditation from the Council on Social Work Education (CSWE)—making Walden the first fully online institution to offer a CSWE-accredited MSW

program. Graduating from a CSWE-accredited program is required for licensure in most states and helps our MSW graduates advance in their field.

For Walden's undergraduate students, 2016 was also a pivotal year. The College of Undergraduate Studies became the Center for General Education (CGE). This shift allows students to focus more intensely on their particular discipline while enabling our educators and administrators to develop exemplary general education courses.

Walden continued its history of innovation in 2017 by launching a Consulting Capstone project option in its Doctor of Business Administration (OBA), PsyD in Behavioral Health Leadership, and Doctor of Education (EdD) programs, providing students with an alternative to the traditional doctoral study that allows them to gain real-life experience by consulting with nonprofit organizations and small businesses. Walden's MS in Addiction Counseling and MS in School Counseling programs received accreditation from CACREP. Walden also established the Walden University Center for Social Change, a connective hub promoting, facilitating, and supporting a wide range of social change initiatives from research to direct action. Walden celebrated commencement with former Maryland Senator Barbara Mikulski and former NAACP president and CEO Benjamin Jealous as speakers.

In 2018, the university achieved renewal of its Certified B Corporation status. Walden also expanded its Tempo Learning® programs to include a Bachelor of Science in Nursing (RN-BSN) completion program and a BS in Early Childhood Studies non-licensure program.

In 2019, Dr. Ward Ulmer was named the university's 11th president. He is a graduate of Walden's PhD program and had been a leader at the university for 7 years. Walden also hired its first vice president of diversity, equity, and inclusion. Walden earned accreditation from the Council for the Accreditation of Educator Preparation (CAEP). The university's Master of Public Health program earned accreditation from the Council on Education for Public Health (CEPH), and the Bachelor of Social Work program was accredited by CSWE.

In 2020, Walden celebrated its 50th anniversary and continued to empower learners and to promote positive social change-50 *Years of Empowering the Greater Good*. As part of the anniversary celebration, Walden hosted the *Talks for Good* series of social change mission-inspired panel discussions focused on educational issues and solutions and involving thought leaders, community members, and Walden faculty, students, and alumni. Walden also partnered with alumni around the United States for special service projects in local communities. Adjusting to the COVID-19 pandemic with an abundance of caution and precaution, Walden pivoted from in-person commencement ceremonies to host a virtual graduation celebration in Summer 2020 as well as altering all residencies to virtual experiences. Also in 2020, Walden's College of Management and Technology (CMT) and School of Management earned a Silver Achievement Award from ACBSP. Walden is the first recipient of this award, which is given to institutions for demonstrating performance excellence and serving as a role model for excellence in higher education.

In 2021, Walden's Master of Science in Nursing (MSN) program received a 10-year accreditation extension through December 31, 2030, from the CCNE. With greater emphasis on undergraduate education, the Center for General Education became the School of Interdisciplinary Undergraduate Studies. In August 2021, ownership of Walden transitioned from Laureate Education to Adtalem Global Education. Walden and Adtalem share a mission of providing access to quality higher education with a focus on service to communities and the underserved. Both are dedicated to education for students of diverse backgrounds and experiences, and together will provide the nation with diverse graduates who have the talent and skills to answer workforce needs and a passion for advancing positive social change.

In 2022, Walden restructured its academic organization to create significant social change by aligning to address healthcare inequities using an accepted framework - the social determinants of health (SDoH). The "Healthy People 2030



Social Determinants of Health
Copyright: Free

Healthy People 2030

(SDoH)" framework developed by the U.S. Health and Human Services gives Walden a powerful way to view how it prepares adult learners to think holistically about how they make a difference. This new organization consists of two distinct but related divisions: Healthcare Access and Quality and Social Supports for Healthy Communities. College names were also updated to better align with the new divisions and some programs were moved to new colleges. Within the division of Healthcare Access and Quality lives the College of Nursing, College of Social and Behavioral Health, and the newly established College of Allied Health.

The division of Social Supports for Healthy Communities supports the Richard W. Riley College of Education and Human Sciences, College of Management and Human Potential, College of Psychology and Community Services, College of Health Sciences and Public Policy, and the School of Interdisciplinary Undergraduate Studies.

Healthcare Access and Quality

- College of Nursing
- College of Social and Behavioral Health
 - School of Counseling
 - Soloman School of Social Work
- College of Allied Health (*New in 2022*)

Social Supports for Healthy Communities

- Richard W. Riley College of Education and Human Sciences
- College of Management and Human Potential
- College of Psychology and Community Services
- College of Health Sciences and Public Policy
- School of Interdisciplinary Undergraduate Studies

Walden's academic offices are located in Minneapolis, Minnesota. The administrative offices are headquartered in Columbia, Maryland.

Vision, Mission, and Goals Vision, Mission, and Goals

Vision

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

Mission

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

Goals

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

Social Change

Walden University defines positive social change as a deliberate process of creating and applying ideas, strategies, and actions to promote the worth, dignity, and development of individuals, communities, organizations, institutions, cultures, and societies. Positive social change results in the improvement of human and social conditions.

This definition of positive social change provides an intellectually comprehensive and socially constructive foundation for the programs, research, professional activities, and products created by the Walden academic community.

In addition, Walden supports positive social change through the development of principled, knowledgeable, and ethical scholar-practitioners, who are and will become civic and professional role models by advancing the betterment of society.

University Outcomes

Walden University strives to produce graduates with the knowledge, skills, and abilities to:

- Facilitate positive social change where they work, in their communities, and in society.
- Use their knowledge to positively impact their profession, communities, and society.
- Demonstrate a commitment to lifelong learning.
- Apply their learning to specific problems and challenges in their workplace and professional settings.
- Demonstrate information literacy.*
- *Information literacy is defined as the ability to know when there is a need for information, and being able to identify, locate, evaluate, and effectively use that information for the issue or problem at hand.

- Demonstrate an understanding of the methods of inquiry used in their professional or academic field.
- Practice legal and ethical integrity in their professional work.
- Effectively communicate their ideas and the rationale behind them to others.
- Support diversity and multiculturalism within their profession, communities, and society.

University Values

Quality | Integrity | Student-Centeredness

Values

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

Quality

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

Integrity

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

Student-Centeredness

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

Accreditation, State Authorization and International Approval Statements

Walden University is accredited by the Higher Learning Commission (HLC).

Council for the Accreditation of Educator Preparation (CAEP)

The Richard W. Riley College of Education and Human Services at Walden University is accredited by the Council for the Accreditation of Educator Preparation (CAEP) for a period of 7 years, from April 2019 through June 2026. This accreditation covers initial teacher preparation programs and advanced educator preparation programs. CAEP is the only recognized national accreditor for educator preparation, promoting excellence in educator preparation through quality assurance and continuous improvement.



CAEP accreditation is based on a review of The Richard W. Riley College of Education and Human Service's initial teacher preparation programs-the BS in Elementary Education and the Master of Arts in Teaching with a specialization in Special Education-and advanced educator preparation programs-the EdS in Educational Leadership and

Administration (Principal Preparation programs)and the MS in Education with a specialization in Educational Leadership and Administration. Three of these programs were reviewed by Specialized Professional Associations (SPAs), which defines content-area standards for programs, and achieved national recognition: Master of Arts in Teaching with a specialization in Special Education received SPA approval from Council for the Exceptional Children (CEC); EdS in Educational Leadership and Administration and MS in Education with a specialization in Educational Leadership and Administration both received SPA approval from Education Leadership Constituent Council (ELCC).

Council for Accreditation of Counseling and Related Educational Programs (CACREP)

Walden's MS in Clinical Mental Health Counseling, MS in Marriage, Couple, and Family Counseling, MS in School Counseling, and the PhD in Counselor Education and Supervision program are accredited by the Council for Accreditation of Counseling and Related Educational



Programs (CACREP). CACREP accreditation attests to the quality and relevancy of Walden's program-a program that helps provide students with the skills and credibility to maximize their impact on

the profession. In addition, earning a degree that is CACREP-accredited may help to streamline the licensing application process and provides students with an advantage when applying to doctoral programs.

Accreditation Board for Engineering and Technology (ABET)

Walden's BS in Information Technology program is accredited by the Computing Accreditation



Commission of ABET, www.abet.org. ABET is the internationally recognized accreditor for college and university programs in applied science, computing, engineering, and engineering technology.

This accreditation reaffirms the quality of Walden's technology and applied science programs and support services, as well as its commitment to continuous assessment and improvement.

Accreditation Council for Business Schools and Programs (ACBSP)

Walden University's BS in Business Administration, Master of Business Administration (MBA), MS in Finance, Doctor of Business Administration (OBA), and PhD in Management programs are accredited by the Accreditation Council for Business Schools and Programs (ACBSP).



Walden's BS in Accounting and MS in Accounting programs are also accredited by ACBSP and have earned the organization's Separate Accounting Accreditation. ACBSP is a leading specialized accreditation association that identifies and supports excellence in business education.

Global Accreditation Center (GAC) of the Project Management Institute

(PMI)[®]



Walden's MS in Project Management is accredited by the Global Accreditation Center (GAC) of the Project Management Institute (PMI)[®]. The GAC is the world's leading specialized accrediting body for project management and related degree programs.

*The GAC Accredited Program seal is a mark of Project Management Institute, Inc.

Commission on Collegiate Nursing Education

The Baccalaureate Degree Program in Nursing (BSN), Master's Degree Program in Nursing (MSN), Post-graduate APRN certificate program, and Doctor of Nursing Practice (DNP) program at Walden University are accredited by the Commission on Collegiate Nursing Education.



Council on Social Work Education (CSWE)



Walden University's Bachelor of Social Work (BSW) and Master of Social Work (MSW) programs are accredited by the Council on Social Work Education (CSWE), a specialized accrediting body recognized by the Council for Higher Education Accreditation (CHEA). CSWE's Commission

on Accreditation is responsible for developing accreditation standards that define competent preparation for professional social workers and ensuring that social work programs meet these standards.

Council on Education for Public Health (CEPH) Board of Councilors

The Council on Education for Public Health (CEPH) Board of Councilors acted at its September 6, 2019, meeting to accredit the Master of Public Health (MPH) Program at Walden University for a five-year term, based on an application for accreditation submitted on February 3, 2018. On June 5, 2020, the CEPH Board of Councilors accredited the Doctor of Public Health (DrPH) at Walden University, after reviewing an accreditation application submitted on April 21, 2020. CEPH is an independent agency recognized by the U.S. Department of Education to accredit schools of public health and programs of public health. CEPH



accreditation provides assurance that the program has been evaluated and met accepted public health profession standards in practice, research, and service. For a copy of the final self-study document and/or final accreditation report, please contact the dean of the School of Health Sciences (adchshealth@mail.waldenu.edu).

State Authorization and International Approval Statements

+Alaska

Walden University's programs are exempt from authorization under AS 14.48 as Walden's programs are offered online only and Walden University does not have a physical presence in the state.

+The Bahamas

Walden University has been granted *Institutional Recognition* status by The National Accreditation & Equivalency Council of The Bahamas (NAECOB). The *Institutional Recognition* status does not suggest that Walden University now has accreditation with NAECOB.

Institutional Recognition status indicates that the institution currently holds full accreditation status from international or regional accreditation bodies recognized by The Bahamas.

NAECOB's *Institutional Recognition* permits the institution to recruit for and offer educational programmes in The Bahamas.

Please direct all inquiries regarding the status of Walden University *Institutional Recognition* to a representative of NAECOB. Their contact information is outlined below:

The National Accreditation and Equivalency Council of The Bahamas (NAECOB)
RND PLAZA WEST
JOHN F. KENNEDY DRIVE
P.O. BOX N-3913 NASSAU, THE BAHAMAS TELEPHONE: 328-8872/3
Email: info@naecob.org

+California

Note to California Residents

The State of California established the Student Tuition Recovery Fund (STRF) to relieve or mitigate economic loss suffered by a student in an educational program at a qualifying institution, who is or was a California resident while enrolled, or was enrolled in a residency program, if the student enrolled in the institution, prepaid tuition, and suffered an economic loss.

Unless relieved of the obligation to do so, you must pay the state-imposed assessment for the Fund STRF, or it must be paid on your behalf, if you are a student in an educational program, who is a California resident, or are enrolled in a residency program, and prepay all or part of your tuition.

You are not eligible for protection from the STRF and you are not required to pay the STRF assessment if you are not a California resident, or are not enrolled in a residency program.

It is important that you keep copies of your enrollment agreement, financial aid documents, receipts, or any other information that documents the amount paid to the school. Questions regarding the STRF may be directed to the Bureau for Private Postsecondary Education, 2535 Capitol Oaks Drive, Suite 400, Sacramento, CA 95833, (916) 431-6959 or (888) 370-

7589.

To be eligible for STRF, you must be a California resident or enrolled in a residency program, prepaid tuition, paid or deemed to have paid the STRF assessment, and suffered an economic loss as a result of any of the following:

1. The institution, a location of the institution, or an educational program offered by the institution was closed or discontinued, and you did not choose to participate in a teach-out plan approved by the Bureau or did not complete a chosen teach-out plan approved by the Bureau.
2. You were enrolled at an institution or location of the institution within the 120 day period before the closure of the institution or location of the institution, or were enrolled in an educational program within the 120 day period before the program was discontinued.
3. You were enrolled at an institution or a location of the institution more than 120 days before the closure of the institution or location of the institution, in an educational program offered by the institution as to which the Bureau determined there was a significant decline in the quality or value of the program more than 120 days before closure.
4. The institution has been ordered to pay a refund by the Bureau but has failed to do so.
5. The institution has failed to pay or reimburse loan proceeds under a federal student loan program as required by law, or has failed to pay or reimburse proceeds received by the institution in excess of tuition and other costs.
6. You have been awarded restitution, or a refund, or other monetary award by an arbitrator or court, based on a violation of this chapter by an institution or representative of an institution, but have been unable to collect the award from the institution.
7. You sought legal counsel that resulted in the cancellation of one or more of your student loans and have an invoice for services rendered and evidence of the cancellation of the student loan or loans.

To qualify for STRF reimbursement, the application must be received within four (4) years from the date of the action or event that made the student eligible for recovery from the STRF.

A student whose loan is revived by a loan holder or debt collector after a period of noncollection may, at any time, file a written application for recovery from the STRF for the debt that would have otherwise been eligible for recovery. If it has been more than four (4) years since the action or event that made the student eligible, the student must have filed a written application for recovery within the original four (4) year period, unless the period has been extended by another act of law.

However, no claim can be paid to any student without a social security number or a taxpayer identification number.

+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.

+Georgia

Walden University is authorized by The Georgia Nonpublic Postsecondary Education Commission, 2082 East Exchange Place, Tucker, GA 30084, 770-414-3300. Students may submit a complaint online to the Georgia Nonpublic Postsecondary Education Commission.

+Indiana

The institution is approved by the Indiana Board for Proprietary Education at 402 West Washington Street, Room W462, Indianapolis, Indiana 46204; 1-317-232-1324 or 1-317- 232-6716.

+Iowa

Walden University is a registered institution with the Iowa College Student Aid Commission. Students may contact the commission with questions or complaints at the following address: Iowa College Student Aid Commission, 475 SW 5th St., Suite D., Des Moines, IA 50309-4608. Students may also call (877) 272-4456, or submit a complaint online to the Iowa College Aid website.

+Kansas

Walden University is authorized to operate in Kansas with a Certificate of Approval from the Kansas Board of Regents, 1000 SW Jackson St., Suite 520, Topeka, KS 66612, 785-430- 4240.

+Kentucky

Not all of the online programs offered by Walden University have been approved in Kentucky. Please check the Kentucky Council on Postsecondary Education's website to view a listing of approved programs. For more information, please contact the Council on Postsecondary Education, 1024 Capital Center Drive, Suite 320, Frankfort, Kentucky 40601.

Please be advised that Walden's educator preparation programs are NOT accredited in Kentucky by the Education Professional Standards Board and are NOT recognized for initial, additional, or renewal of certification or salary enhancement (rank change) for K-12 educators in Kentucky. For more information, please visit the Education Professional Standards Board website.

+Maryland

Walden University is a registered institution in the State of Maryland. Any complaints can be directed to the Maryland Attorney General, Consumer Protection Division, 200 St. Paul St., Baltimore, MD 21202, 410-528-8662 or 888-743-0823 (toll free).

+Minnesota

Walden University is registered 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.

Minnesota Office of Higher Education 1450 Energy Park Drive, Suite 350 St. Paul, MN 55108-5227

Phone: (651) 642-0567

Toll Free: (800) 657-3866

+Oregon

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

+Pennsylvania

Walden University's teacher preparation programs are approved by the Minnesota Professional Educator Licensing and Standards Board as leading to a Minnesota licensure. Walden is not enrolling Pennsylvania residents into the Master of Arts in Teaching (MAT) program in Special Education, but Pennsylvania residents are eligible to enroll into Walden's Bachelor of Science in Elementary Education program. The BS in Elementary Education program has not been reviewed by the Pennsylvania Department of Education, so candidates are instructed to apply for Pennsylvania certification as out-of-state graduates of a teacher preparation program.

+South Carolina

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

+Texas

While Walden University is not regulated in Texas per Chapter 132 of the Texas Education Code, **Walden University is registered 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. To report concerns and/or complaints students may contact the Minnesota Office of Higher Education at 651-642-0567.

Note to Texas Residents

The Texas Higher Education Coordinating Board (THECB) requires all institutions to have a published grievance procedure that describes the process for filing a complaint. Walden University's student complaint procedures can be found in the Student Handbook on

the Student Appeals and Grievances.

Students who have exhausted the institution's grievance procedures may file a complaint by completing the forms found on the THECB website. Or, students can contact the THECB Office of General Counsel, PO Box 12788, Austin, TX 78711, (512) 427-6101.

The rules governing student complaints in Texas can be found in Title 19 of the Texas Administrative Code, Sections 1.110-1.120.

+Washington, DC

Walden University has been granted a license by the District of Columbia Higher Education Licensure Commission, 1050 First Street, NE, 5th Floor, Washington, DC 20002, (202) 481-3951.

+Washington State

Walden University is authorized by the Washington Student Achievement Council 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 for, and offer field placement components of specific degree programs. The Council may be contacted for a list of currently authorized programs. Authorization by the Council does not carry with it an endorsement by the Council 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 Council at P.O. Box 43430, Olympia, WA 98504-3430 or by email degreeauthorization@wsac.wa.gov.

The transferability of credits earned at Walden University is at the discretion of the receiving college, university, or other educational institution. Students considering transferring to any institution should not assume that credits earned in any program of study at Walden University will be accepted by the receiving institution. Similarly, the ability of a degree, certificate, diploma, or other academic credential earned at Walden University to satisfy an admission requirement of another institution is at the discretion of the receiving institution. Accreditation does not guarantee credentials or credits earned at Walden University will be accepted by or transferred to another institution. To minimize the risk of having to repeat coursework, students should contact the receiving institution in advance for evaluation and determination of transferability of credits and/or acceptability of degrees, diplomas, or certificates earned.

The Washington Student Achievement Council (WSAC) has authority to investigate student complaints against specific schools. WSAC may not be able to investigate every student complaint. Visit the WSAC website for information regarding the complaint process.

Legal Information

Privacy Policy

(Last Updated: August 2021)

Walden University, LLC ("Walden") respects and understands the importance of privacy and security for our online customers and prospective students. We want you to be familiar with how we collect, use and disclose information. This Privacy Policy describes our practices in connection with information that we collect through websites operated by us or on our behalf (the "Websites"), through the software applications made available by us (unless subject to a privacy policy specific to the app) (the "Apps"), through our social media pages (our "Social Media Pages"), through HTML-formatted email messages that we send to you that link to this Privacy Policy, as well as offline interactions you may have with us (collectively, including the Websites, the Apps, our Social Media Pages, and offline activity, the "Services").

Personal Information

"Personal Information" is information that identifies you as an individual or relates to an identifiable individual, which may include:

- Name
- Postal address
- Email address
- Online identifier, such as an Internet Protocol address
- Telephone number
- Educational records
- Work history or other employment information
- Emergency contact details
- Demographic data, including, where relevant, racial and ethnic origin, health and disability information
- Commercial information, such as purchase history
- National and student ID numbers, such as a social security, driver's license, passport, or tax ID
- Membership in professional or industry associations
- Credit and debit card number
- Bank account details
- Profile picture
- Social media account ID
- Inferences drawn from your Personal Information, such as consumer preferences

Collection of Personal Information

We and our service providers collect Personal Information in a variety of ways, including:

- Through the Services
 - We collect Personal Information through the Services, for example, when you visit one of our sites, apply for admission, or maintain an ongoing relationship with Walden as a student.

- o From you during your course of study or period of enrollment with us.
- Offline
 - o We collect Personal Information from you offline, such as when you complete an application for admission, fill out a form at an education or career fair, apply for a student ID card, participate in a promotion, or contact us by phone.
- From Other Sources
 - o We receive your Personal Information from other sources, for example:
 - our affiliates, partners, and service providers;
 - private and publicly available databases;
 - application references and/or recommendation writers; and
 - other educational institutions.
 - o If you connect your social media account to your Services account, you will share certain Personal Information from your social media account with us, for example, your name, email address, photo, list of social media contacts, and any other information that may be or you make accessible to us when you connect your social media account to your Services account.

We need to collect Personal Information in order to provide the requested Services to you and in order to consider and maintain an academic or business relationship with you. If you do not provide the information requested, we may not be able to provide the Services, consider you for admission, or maintain your status as an enrolled student. If you disclose any Personal Information relating to other people to us or to our service providers in connection with the Services, you represent that you have the authority to do so and to permit us to use the information in accordance with this Privacy Policy.

Use of Personal Information

We and our affiliates, partners, and service providers use Personal Information for legitimate business purposes including:

- Providing the functionality of the Services and fulfilling your requests.
 - o To provide the Services' functionality to you, such as arranging access to your registered account and providing you with related assistance.
 - o To respond to your inquiries and fulfill your requests, when you contact us via one of our online contact forms or otherwise, for example, when you send us questions, suggestions, or complaints.
 - o To complete your transactions and provide you with related assistance.
 - o To send administrative information to you, such as changes to our terms, conditions and policies.
 - o To allow you to send messages to another person if you choose to do so.

We will engage in these activities to manage our contractual relationship with you and/or to comply with a legal obligation.

- Providing you with our newsletter and/or other marketing materials and facilitating social sharing
 - o To send you marketing related emails, with information about our services and other news about us.
 - o To facilitate social sharing functionality that you choose to use.

We will engage in this activity with your consent or where we have a legitimate interest.

- Analysis of Personal Information for business reporting and providing personalized services.
 - o To analyze or predict our users' preferences in order to prepare aggregated trend reports on how our digital content is used, so we can improve our Services.

- o To better understand you, so that we can personalize our interactions with you and provide you with information and/or offers tailored to your interests.
- o To better understand your preferences so that we can deliver content via our Services that we believe will be relevant and interesting to you.

We will provide personalized services either with your consent or because we have a legitimate interest.

- Allowing you to participate in sweepstakes, contests, or other promotions.
 - o We may offer you the opportunity to participate in a sweepstakes, contest, or other promotion.
 - o Some of these promotions have additional rules containing information about how we will use and disclose your Personal Information.

We use this information to manage our contractual relationship with you.

- Aggregating and/or anonymizing Personal Information.
 - o We may aggregate and/or anonymize Personal Information so that it will no longer be considered Personal Information. We do so to generate other data for our use, which we may use and disclose for any purpose.
- Accomplishing our business purposes.
 - o For data analysis, for example, to improve the efficiency of our Services;
 - o For audits, to verify that our internal processes function as intended and are compliant with legal, regulatory or contractual requirements;
 - o For fraud and security monitoring purposes, for example, to detect and prevent cyberattacks or attempts to commit identity theft;
 - o For developing new services;
 - o For enhancing, improving, or modifying our current services;
 - o For identifying usage trends, for example, understanding which parts of our Services are of most interest to users;
 - o For determining the effectiveness of our promotional campaigns, so that we can adapt our campaigns to the needs and interests of our users; and
 - o For operating and expanding our business activities, for example, understanding which parts of our Services are of most interest to our users so we can focus our energies on meeting our users' interests.

We engage in these activities to manage our contractual relationship with you, to comply with a legal obligation, and/or because we have a legitimate interest.

Walden University does not sell Personal Information collected through the Services to third parties.

Disclosure of Personal Information

We disclose Personal Information:

- To our affiliates for the purposes described in this Privacy Policy.
- To our third party service providers, to facilitate services they provide to us.
 - o These can include providers of services such as website hosting, data analysis, payment processing, order fulfillment, information technology and related infrastructure provision, customer service, email delivery, auditing, and other services.
- To third parties, to permit them to send you marketing communications, consistent with your choices.

- To third-party sponsors of sweepstakes, contests, and similar promotions.
- By using the Services, you may elect to disclose Personal Information
 - On message boards, classroom discussion forums, chat, profile pages, blogs and other services to which you are able to post information and content (including, without limitation, our Social Media Pages). Please note that any information you post or disclose through these services will become public and may be available to other users and the general public.
 - Through your social sharing activity. When you connect your Services account with your social media account, you will share information with your friends associated with your social media account, with other users, and with your social media account provider. By doing so, you authorize us to facilitate this sharing of information, and you understand that the use of shared information will be governed by the social media provider's privacy policy.

Other Uses and Disclosures

We also use and disclose your Personal Information as necessary or appropriate, especially when we have a legal obligation or legitimate interest to do so:

- To comply with applicable law.
 - This can include laws outside your country of residence.
- To respond to requests from public and government authorities.
 - These can include authorities outside your country of residence.
- To cooperate with law enforcement.
 - For example, when we respond to law enforcement requests and orders.
- For other legal reasons.
 - To enforce our terms and conditions; and
 - To protect our rights, privacy, safety or property, and/or that of our affiliates, you or others.
- In connection with a sale or business transaction.
 - We have a legitimate interest in disclosing or transferring your Personal Information to a third party in the event of any reorganization, merger, sale, joint venture, assignment, transfer or other disposition of all or any portion of our business, assets or stock (including in connection with any bankruptcy or similar proceedings). Such third parties may include, for example, an acquiring entity and its advisors.

Other Information

"Other Information" is any information that does not reveal or cannot be reasonably be used to reveal your specific identity or does not directly relate to an identifiable individual, and may include:

- Browser and device information
- App and/or Website usage data
- Information collected through cookies, pixel tags, and other technologies
- Demographic information and other information provided by you that does not reveal your specific identity, such as your gender or date of birth
- Information that has been aggregated in a manner such that it no longer reveals your specific identity

- Information that has been deidentified or pseudonymized in a manner such that it no longer reveals your specific identity

If we are required to treat Other Information as Personal Information under applicable law, then we may use and disclose it for the purposes for which we use and disclose Personal Information as detailed in this Policy.

Collection of Other Information

We and our service providers collect Other Information in a variety of ways, including:

- Through your browser or device
 - Certain information is collected by most browsers or automatically through your device, such as your Media Access Control (MAC) address, computer type (Windows or Mac), screen resolution, operating system name and version, device manufacturer and model, language, Internet browser type and version and the name and version of the Services (such as the App) you are using. We use this information to ensure that the Services function properly.
- Through your use of the Apps
 - When you download or use the Apps, we and our service providers may track and collect App usage data, such as the date and time the App on your device accesses our servers and what information and files have been downloaded to the App based on your device number.
- Using cookies
 - Cookies are pieces of information stored directly on the computer that you are using. Cookies allow us to collect information such as browser type, time spent on the Services, pages visited, language preferences, and other traffic data. We and our service providers use the information for security purposes, to facilitate navigation, to display information more effectively, and to personalize your experience. We also gather statistical information about use of the Services in order to continually improve their design and functionality, understand how they are used and assist us with resolving questions regarding them. Cookies further allow us to select which of our advertisements or offers are most likely to appeal to you and display them while you are on the Services. We may also use cookies or other technologies in online advertising to track responses to our ads. We do not currently respond to browser do-not-track signals. If you do not want information collected through the use of cookies, most browsers allow you to automatically decline cookies or be given the choice of declining or accepting a particular cookie (or cookies) from a particular website. You may also wish to refer to How To Enable and Disable Cookies on Every Web Browser. If, however, you do not accept cookies, you may experience some inconvenience in your use of the Services. You also may not receive advertising or other offers from us that are relevant to your interests and needs.
- Using pixel tags and other similar technologies
 - **Pixel tags** (also known as web beacons and clear GIFs) may be used to, among other things, track the actions of users of the Services (including email recipients), measure the success of our marketing campaigns, and compile statistics about usage of the Services and response rates.
 - **Analytics.** This website uses Google® Analytics Premium, a web analytics service provided by Google Ireland Limited ("Google"). Google Analytics Premium uses "cookies", which are text files placed on your computer, to help the website analyze how users use the site. The information generated by the cookies about your use of the website and your current IP-address will be transmitted by your browser to and will be stored by Google on servers in the United States and other countries. On behalf of the operator of this website Google will use this

information for the purpose of evaluating your use of the website, compiling reports on website activity and providing other services relating to website activity and internet usage to the website operator. The IP address collected through Google Analytics will not be associated with any other data held by Google. You may refuse the use of cookies by selecting the appropriate settings on your browser, however please note that if you do this you may not be able to use the full functionality of this website. You may also stop the transmission of information generated by the cookies about your use of the website and of your IP address to Google, by downloading and installing the Google Analytics Opt-out Browser Add-on.

- o **Display Advertising.** Walden University and its affiliates utilize Display Advertising for remarketing purposes. This involves collecting demographic data (age, gender, and interests) in Google Analytics for site optimization, remarketing, and understanding user behaviors. If you wish to opt out of this, please use the Google Analytics Opt-out Browser Add-on. Walden University and its affiliates use remarketing in conjunction with Google Analytics. Third-party vendors, such as Google, may show relevant advertisements on sites across the Internet. Walden University, its affiliates, and third-party vendors utilize Google Analytics' first-party cookies and Doubleclick's third-party cookies together to inform, optimize, and serve ads based on a user's past visits to this website. In addition, these cookies are used to report ad impressions, other uses of ad services, and interactions with the website.
- Using Adobe Flash technology (including Flash Local Shared Objects ("Flash LSOs")) and other similar technologies
 - o We may use Flash LSOs and other technologies to, among other things, collect and store information about your use of the Services. If you do not want Flash LSOs stored on your computer, you can adjust the settings of your Flash player to block Flash LSO storage using the tools contained in the Website Storage Settings Panel. You can also go to the Global Storage Settings Panel and follow the instructions (which may explain, for example, how to delete existing Flash LSOs (referred to as "information"), how to prevent Flash LSOs from being placed on your computer without your being asked, and how to block Flash LSOs that are not being delivered by the operator of the page you are on at the time). Please note that setting the Flash Player to restrict or limit acceptance of Flash LSOs may reduce or impede the functionality of some Flash applications.
- IP Address
 - o Your IP address is automatically assigned to your computer by your Internet Service Provider. An IP address may be identified and logged automatically in our server log files whenever a user accesses the Services, along with the time of the visit and the page(s) that were visited. Collecting IP addresses is standard practice and is done automatically by many websites, applications and other services. We use IP addresses for purposes such as calculating usage levels, diagnosing server problems and administering the Services. We may also derive your approximate location from your IP address.
- Physical Location
 - o We may collect the physical location of your device by, for example, using satellite, cell phone tower or WiFi signals. We may use your device's physical location to provide you with personalized location-based services and content. We may also share your device's physical location, combined with information about what advertisements you viewed and other information we collect, with our marketing partners to enable them to provide you with more personalized content and to study the effectiveness of advertising campaigns. In some instances, you may be permitted to allow or deny such uses and/or sharing of your device's location, but if you

do, we and/or our marketing partners may not be able to provide you with the applicable personalized services and content.

Uses and Disclosures of Other Information

We may use and disclose Other Information for any purpose, except where we are required to do otherwise under applicable law. In some instances, we may combine Other Information with Personal Information. If we do, we will treat the combined information as Personal Information as long as it is combined.

Security

We seek to use reasonable organizational, technical and administrative measures to protect Personal Information within our organization. Unfortunately, no data transmission or storage system can be guaranteed to be 100% secure. If you have reason to believe that your interaction with us is no longer secure, please immediately notify us in accordance with the "Contacting Us" section below.

Choices and Access

Your choices regarding our use and disclosure of your Personal Information

We give you choices regarding our use and disclosure of your Personal Information for marketing purposes. You may opt-out from:

- Receiving email marketing from us: If you no longer want to receive marketing-related emails from us on a going-forward basis, you may opt-out by following the instructions contained in each such email or by contacting us at privacy@mail.waldenu.edu.
- Receiving other types of marketing communications from us: If you no longer want to receive marketing-related communications from us on a going-forward basis, you may opt-out by contacting us at privacy@mail.waldenu.edu.
- Our sharing of your Personal Information with affiliates for their direct marketing purposes: If you would prefer that we discontinue sharing your Personal Information on a going-forward basis with our affiliates for their direct marketing purposes, you may opt-out of this sharing by contacting us at privacy@mail.waldenu.edu.
- Our sharing of your Personal Information with unaffiliated third parties for their direct marketing purposes: If you would prefer that we discontinue sharing your Personal Information on a going-forward basis with unaffiliated third parties for their direct marketing purposes, you may opt-out of this sharing by contacting us at privacy@mail.waldenu.edu.

We will try to comply with your request(s) as soon as reasonably practicable. Please note that if you opt-out of receiving marketing-related communications from us, we may still send you important administrative messages, from which you cannot opt-out.

How you can access, change, or delete your Personal Information

If you would like to request to review, correct, update, suppress, restrict or delete Personal Information that you have previously provided to us, or if you would like to request to receive an electronic copy of your Personal Information for purposes of transmitting it to another organization (to the extent this right to data portability is provided to you by applicable law), or if you would like to request information about how your Personal Information has been collected or disclosed, you may contact us using the "Contact Us" information below. We will respond to your request consistent with applicable law.

In your request, please make clear what Personal Information you would like to have changed, whether you would like to have your Personal Information suppressed from our database or otherwise let us know what limitations you would like to put on

our use of your Personal Information. For your protection, we will only implement requests with respect to the Personal Information associated with the particular email address that you use to send us your request, and we may need to verify your identity by requesting additional documentation before implementing your request. We will try to comply with your request as soon as reasonably practicable.

Please note that we need to retain certain information for recordkeeping purposes and/or to complete any transactions that you began prior to requesting a change or deletion (e.g., when you make a payment, you may not be able to change or delete the Personal Information provided until after the completion of such transaction).

If you are a resident of California, under 18 and a registered user of the Services, you may ask us to remove content or information that you have posted to the Services by writing to us at the Contact Us address below. Please note that your request does not ensure complete or comprehensive removal of the content or information, as, for example, some of your content may have been reposted by another user.

Retention Period

We retain Personal Information for as long as needed or permitted in light of the purpose(s) for which it was obtained and consistent with applicable law.

The criteria used to determine our retention periods include:

- The length of time we have an ongoing relationship with you and provide the Services to you (for example, for as long as you are a student of ours);
- Whether there is a legal obligation to which we are subject (for example, certain laws require us to keep records of your transactions for a certain period of time before we can delete them); or
- Whether retention is advisable in light of our legal position (such as in regard to applicable statutes of limitations, litigation or regulatory investigations).

Third Party Services

This Privacy Policy does not address, and we are not responsible for, the privacy, information or other practices of any third parties, including any third party operating any website or service to which the Services link. The inclusion of a link on the Services does not imply endorsement of the linked site or service by us or by our affiliates.

In addition, we are not responsible for the information collection, use, disclosure or security policies or practices of other organizations, such as Facebook, Apple, Google, Microsoft, RIM, or any other app developer, app provider, social media platform provider, operating system provider, wireless service provider or device manufacturer, including with respect to any Personal Information you disclose to other organizations through or in connection with the Apps or our Social Media Pages.

Third Party Advertising

We use third-party advertising companies to serve advertisements regarding goods and services that may be of interest to you when you access and use the Services and other websites or online services.

- You may receive advertisements based on information relating to your access to and use of the Services and other websites or online services on any of your devices, as well as on information received from third parties. These companies place or recognize a unique cookie on your browser (including through the use of pixel tags). They also use these technologies, along with information they collect about your online use, to recognize you across the devices you use, such as a mobile phone and a laptop. If you would like more information about this practice, and to learn how to opt

out of it in desktop and mobile browsers on the particular device on which you are accessing this Privacy Policy, please visit:

- o From Australia: Your Online Choices
- o From Canada: AdChoices
- o From Europe: European Interactive Digital Advertising Alliance (EDAA)
- o From the U.S.: About Ads and NAI's Opt-out.

If you are in the U.S., you may download the AppChoices to opt out in mobile apps.

Use of Services by Minors

The Services are not directed to individuals under the age of sixteen (16), and we do not knowingly collect Personal Information from individuals under sixteen (16).

Jurisdiction and Cross-Border Transfer

Your Personal Information may be stored and processed in any country where we have facilities or in which we engage service providers, and by using the Services you understand that your information will be transferred to countries outside of your country of residence, including the United States, which may have data protection rules that are different from those of your country. In certain circumstances, courts, law enforcement agencies, regulatory agencies or security authorities in those other countries may be entitled to access your Personal Information.

If you are located in the European Economic Area ("EEA")

Some of the non-EEA countries are recognized by the European Commission as providing an adequate level of data protection according to EEA standards. For transfers from the EEA to countries not considered adequate by the European Commission, we have put in place adequate measures, such as standard contractual clauses adopted by the European Commission to protect your Personal Information. You may obtain a copy of these measures by reviewing Data Protection in the EU.

Third Party Payment Service

We will use a third-party payment service to process payments made through the Services. If you wish to make a payment through the Services, your Personal Information will be collected by such third party and not by us, and will be subject to the third party's privacy policy, rather than this Privacy Policy. We have no control over, and are not responsible for, this third party's collection, use and disclosure of your Personal Information.

Updates to This Privacy Policy

The "*Last Updated*" legend at the top of this Privacy Policy indicates when this Privacy Policy was last revised. Any changes will become effective when we post the revised Privacy Policy on the Services. Your use of the Services following these changes means that you accept the revised Privacy Policy.

Contacting Walden

Walden University, LLC, having business offices at 7080 Samuel Morse Drive, Columbia, Maryland 21046, U.S.A., is the company responsible for collection, use and disclosure of your Personal Information under this Privacy Policy.

If you have any questions about this Privacy Policy, please contact us

at privacy@mail.waldenu.edu, at the postal address above, or by phone at our toll-free telephone number, 1-855-518-5696.

Because email communications are not always secure, please do not send sensitive information in your emails to us.

Additional Information for Individuals in the EEA

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Walden Awards and Honoraria

Honoraria for Research Publications and Presentations

Students who present papers or posters at conferences or publish papers journals based upon their doctoral capstone research at Walden are eligible for a \$300 honorarium. Students are eligible to receive the honorarium only once per academic year (September 1-August 31).

The criteria for awarding research publication and presentation honoraria are:

- The publication/presentation must be based upon research conducted by the student.
- The research must have been published in a peer-reviewed journal or presented at local/national/international conference that was referred or peer-reviewed.
- Walden must be the only academic institutional affiliation for the student listed in the publication or presentation.
- The student must personally make the presentation or appear as the author on the publication.

The procedures for applying for an honorarium are as follows:

Publications

1. Once the article has been published (in circulation and available to the public), students should email their request for a student honorarium for a research publication to the academic support team for your college.
2. Include the full name, address, and Walden student ID number.
3. Provide the APA-style citation for the article.
4. Provide the link to the article at the journal website. If the article was not published online, or information about the publication is not available online, please provide a copy of the publication abstract.
5. Provide evidence that affiliation with Walden appears on the publication via the website link to the title page or the "about the author" page of the publication. If the article was not published online, or information about the publication is not available online, please provide a copy of the title page or the "about the author" page of the publication.
6. Complete and submit an Internal Revenue Service Form W-9 Request for Taxpayer Identification Number and Certification. The form may be obtained from the academic unit's administrative assistant.

7. Once this information has been received, the college dean will review the honorarium request. Upon approval from the dean, the college administrative support team will process the payment.

Presentations

1. After the presentation has been given, students should email their request for a student honorarium for a research presentation to the academic support team for their college.
2. Include the full name, address, and Walden student ID number.
3. Provide the APA-style citation for the presentation.
4. Include the name, date, and location of the conference at which the presentation was given.
5. Provide the link to the abstract for the presentation on the conference website. If the abstract is not available online, please provide a copy of the presentation abstract.
6. Provide evidence that affiliation with Walden is associated with the presentation via the website link to the conference program, which lists the student's Walden affiliation. If the conference program was not published online, please provide a copy of the page(s) of the conference program that lists the Walden affiliation.
7. Complete and submit an Internal Revenue Service Form W-9 Request for Taxpayer Identification Number and Certification. The form may be obtained from the academic unit's administrative assistant.
8. Once this information has been received, the college dean will review the honorarium request. Upon approval from the dean, the college administrative support team will process the payment.

Undergraduate Academic Recognition

Honor Roll for Undergraduates

An Honor's List for undergraduates will be calculated and generated twice a year to coincide with the end of two consecutive terms: the combination of winter/spring quarters and summer/fall quarters. Matriculated undergraduate students with a cumulative grade point average of 3.75 or higher in each quarter will be recognized as follows:

- Honor's list: 3.75--4.00

A minimum of 10 GPA quarter credits must be taken at Walden in each of the two consecutive quarters.

Undergraduate Honor Society

Undergraduate students have the opportunity to join Walden's chapter of Alpha Sigma Lambda, a national honor society for adult learners. Honor society invitations are extended to eligible students twice a year. Students are not required to join. Once students have opted in to the chapter, no further academic reviews are required to maintain their membership.

To qualify for an invitation, undergraduate students must meet the following requirements:

- A minimum of 45 institutional quarter credits earned at Walden
- Active enrollment during the most recent past two quarters
- A minimum cumulative GPA of 3.75

Undergraduate Latin Honors

Latin Honors are awarded to graduating seniors with a cumulative grade point average of 3.5 or higher:

- Cum laude: 3.500-3.749
- Magna cum laude: 3.750-3.899
- Summa cum laude: 3.900 and above

The Latin Honors type will appear on a student's Walden transcripts and in the commencement program. Undergraduate students must complete a minimum of 45 credit hours at Walden University to qualify.

Note: GPAs are not subject to rounding and must be exact.

Presidential Commendation for Undergraduate Academic Achievement

Walden University recognizes the significant accomplishment of undergraduate students who achieve a perfect cumulative grade point average in their undergraduate work. Students with a perfect (4.0) GPA at the time of graduation will receive a Presidential Commendation for Academic Achievement. Recipients will wear a presidential medallion throughout the graduation ceremony and will be recognized in the commencement program.

Honorary Degrees

Nominations for Honorary Degrees

Any Walden faculty, staff, student, or alumni can make recommendations for an honorary doctorate to the Office of the President, but only the University President can submit a nomination to the board. The nominator may submit a letter of recommendation to the Office of the President with or without additional supporting materials. The university president submits a letter of recommendation to the Walden Board outlining the background and accomplishments of the proposed recipient of the honorary doctorate. Nominations may be made to the board at any time. The Walden Board will then approve the recommendation at a board meeting or by electronic vote between meetings.

Guidelines for Using Honorary Degrees

Honorary doctorates are listed as an honor or award on the resume or CV, rather than part of education with earned academic degrees. Thus, the honorary degree should come after one's name on the resume or CV, for example, Paula Singer, LHD (Honorary). Holders of honorary degrees do not sign documents to external recipients with "Dr." By convention, recipients of honorary doctorates do not use the title "Dr." in general correspondence, although in formal correspondence from the university issuing the honorary degree, it is normal to address the recipient by the title.

Walden Awards

More detailed information about these awards is provided on the Walden Awards page. For more information, please send an email to awards@mail.waldenu.edu.

+Harold L. Hodgkinson Award

The Harold L. Hodgkinson Award is bestowed upon a Walden University graduate whose dissertation is judged as meeting the highest university standards of academic excellence. This award was created to honor the dedicated life and distinguished career of one of the nation's foremost experts in demography, Dr. Harold L. Hodgkinson, and to recognize his instrumental role in the establishment and academic development of Walden University.

+Bernard L. Turner Award

The Bernard L. Turner Award was created to honor the unique contributions to American higher education of Bernard L. Turner, chairman of the board (emeritus) and founding president of Walden University. Turner was an innovator in distance graduate-level distance education for professionals, and his lifelong concerns for critical thinking and social change left an indelible mark on the Walden curriculum. A passionate advocate for equal educational opportunity and social

justice, he made the Walden dream a reality with persistence and dedication. This award is presented to the research committee (the dissertation committee) of the Harold L. Hodgkinson Award recipient.



Frank Dilley Award

The Frank Dilley Award for Outstanding Doctoral Study is bestowed upon a Walden graduate whose doctoral study is judged as meeting the highest standards of academic excellence. This award was created to honor Dr. Dilley's academic contributions to North American higher education as well as his dedication to Walden University's academic programs.



Rita Turner Award

One of two awards honoring the founders of Walden University, the Rita Turner Award is bestowed annually upon the faculty chair of the doctoral study committee of the recipient of the Frank Dilley Award for Outstanding Doctoral Study. This award honors the total commitment to the founding and sustaining of Walden by Rita Turner, co-founder of the university. Mrs. Turner's shared vision of the university, careful attention to major organizational issues, supervision of complex operational details, and concern for fiscal accountability made it possible not only for the university to flourish during its first two decades, but for it to also grow into the unique global institution it is today.



Outstanding Alumni Award

The Outstanding Alumni Award annually recognizes a Walden graduate who is an exemplar of the Walden scholar-practitioner and who has made exceptional contributions to her or his profession, discipline, or community since graduation. The individual's contributions typify and personify the mission of Walden University. Third-party references and/or empirical evidence attest to the results of the individual's contributions, which have positively affected or enhanced her or his profession or discipline. Current students, alumni, and faculty members make the nominations.

+ Faculty Excellence Award

The Faculty Excellence Award recognizes one outstanding Walden faculty member from each college. The recipients exemplify the university's core values of quality, integrity, and student-centeredness. These faculty members demonstrate a strong commitment and dedication to serving the university, their communities, and their professions. Faculty members may be nominated by current students, other faculty members, or alumni and must have been with Walden University for at least 2 years at the time of receiving the award.

+ Presidential Award for Faculty Excellence

The Presidential Award for Faculty Excellence is selected by the university president from the elite pool of Faculty Excellence Award honorees. This faculty member demonstrates unmatched dedication to the university, its mission, and its vision and exemplifies the Walden educator's role in empowering students to advance positive social change in their communities.

Accelerate into Master's (AIM)

The Accelerate Into Master's (AIM) program allows undergraduate students who qualify to complete graduate-level courses that fulfill requirements for both their undergraduate program and a future master's program. AIM enables students to shorten the time required to complete a master's degree once they have graduated from their undergraduate program.

AIM courses are (5000-level) graduate courses* that also meet requirements for completion of an undergraduate degree. In course-based programs, students pay tuition for AIM courses at the undergraduate rate. For Tempo Learning® AIM courses are included in the program's subscription cost.

AIM participation requirements are designed to help students successfully complete a bachelor's degree and meet admissions requirements for a master's degree. Taking AIM courses does not guarantee admission into a master's program. Students should always speak to their academic advisor when they have questions about admissions or degree completion requirements.

Requirements

1. To be eligible to begin AIM courses, students must:

- a. Have an overall GPA equal to that required for admission to the associated master's degree.* BS AIM track students must maintain a 2.5 GPA and have a transfer GPA of at least 2.5 (if transferring credits).
- b. Have completed core requirements for their bachelor's program. (Individual programs may determine additional prerequisites.)
- c. Be in good financial standing.
- d. Not have any incompletes.

2. While participating in AIM, students must:

- a. Earn a grade of "B" or better in each AIM course to have that course applied to the master's program. Students who do not earn a "B" in an AIM course may retake it once to raise their grade so it can be applied to the master's.
- b. Earn a grade of "C" or better in each AIM course in order to continue taking 5000-level courses. AIM courses completed with a grade of "C" will satisfy undergraduate degree requirements but not master's degree requirements. Later admission to the master's program requires that the student must take that course as a master's student. Students who do not pass an AIM course may retake it once; they must earn a grade of "C" or better the second time in order to stay in the AIM track program.
- c. Maintain the undergraduate GPA expected for admission to the associated master's program.

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

4. Upon admission to the master's program, all AIM graduate courses completed with a "B" or better are applied to graduate program. AIM courses completed with a grade below "B" must be retaken as part of the master's program. The graduate GPA is calculated based only on those graduate courses taken as a graduate student.

Students who successfully complete AIM courses are not required to pursue the master's degree and/or may defer enrollment to a future date. Transfer of credit policies, including those related to expiration, would apply. Institutional coursework expires within 10 years unless otherwise notated by the individual academic unit or program.

Individual programs may determine the specific eligible AIM courses and some programs may limit the number of courses available. AIM coursework should not account for more than 50% of the credits needed for master's degree completion. Additional

limitations may apply for courses taken towards a graduate certificate as part of a master's program. Practicum or Capstone requirements for the master's program are not eligible to be satisfied by AIM coursework.

Undergraduate students may complete AIM courses to fulfill elective credits, as course substitutions approved by the program director, or they may elect a second concentration within their program of study that is designed for AIM completion. Students are encouraged to consult with their Student Success Advisor (if in the course-based learning format) or their Academic Coaching (if in the Tempo Learning® format) on the most appropriate plan for their program and academic goals, such as their future master's program and time to completion.

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

AIM Program Chart

<p>Master's Program</p>	<p>Eligible Courses (specific course availability may differ within the Tempo Learning® format)</p>
<p>The Richard W. Riley College of Education and Human Services</p>	
<p>Master's Program</p>	<p>Eligible Courses (specific course availability may differ within the Tempo Learning® format)</p>
<p>MS in Health Education and Promotion Choose up to four courses. Note: These courses are 11 weeks in length.</p>	<ul style="list-style-type: none"> • HLTH 5005 - Perspectives on Health and the Developing Professional* • HLTH 5110 - Exploring Health Education in the 21st Century • HLTH 5205 -Assessing Community Needs for Health Education • HLTH 5412 - Health Education and Communication Strategies** <p>*This course MUST be taken first. **HLTH 5005, HLTH 5110, and HLTH 5205 must be taken before HLTH 5412.</p>
<p>MS in Developmental Psychology Students may select up to four of these courses. Individual course prerequisites apply Note: These courses are 11 weeks in length.</p>	<ul style="list-style-type: none"> • DPSY 5111 - Themes and Theories of Developmental Psychology • DPSY 5218 - Gender and Human Development • DPSY 5121 - Development in the Digital Age • PSYC 5215 - Lifespan Development

<p>Master's Program</p>	<p>Eligible Courses (specific course availability may differ within the Tempo Learning® format)</p>
<p>MS in Psychology</p> <p>Students may select up to five courses for the listed specializations. Individual course prerequisites apply.</p> <p>Note: These courses are 11 weeks in length.</p>	<p>Applied Psychology</p> <ul style="list-style-type: none"> • PSYC 5100 - Themes and Theories of Psychology • PSYC 5215 - Lifespan Development • PSYC 5225 - Biopsychology • PSYC 5701 - Culture and Psychology • PSYC 5781 - Psychopathology From a Clinical Perspective <p>Digital Psychology</p> <ul style="list-style-type: none"> • PSYC 5121 - Development in the Digital Age • PSYC 5123 - Personal and Social Life in the Digital World • PSYC 5122 - Understanding Digital Data in the Changing Economic Landscape • PSYC 5215 - Lifespan Development • PSYC 5100 - Themes and Theories of Psychology <p>Educational Psychology</p> <ul style="list-style-type: none"> • PSYC 5100 - Themes and Theories of Psychology • PSYC 5131 - Theories of Learning • PSYC 5215 - Lifespan Development • PSYC 5701 - Culture and Psychology • PSYC 5765 - Educational Psychology <p>General Psychology</p>
<p>Master's Program</p>	<p>Eligible Courses (specific course availability may differ within the Tempo Learning® format)</p>

	<ul style="list-style-type: none"> • PSYC 5100 - Themes and Theories of Psychology • PSYC 5215 - Lifespan Development • PSYC 5220 - Psychology of Personality • PSYC 5245 - Social Psychology • PSYC 5701 - Culture and Psychology Health Psychology • PSYC 5100 - Themes and Theories of Psychology • PSYC 5215 - Lifespan Development • PSYC 5242 - Changing Health Behavior: Theory and Practice • PSYC 5701 - Culture and Psychology • PSYC 5745 - Health Psychology Social Psychology • PSYC 5100 - Themes and Theories of Psychology • PSYC 5215 - Lifespan Development • PSYC 5245 - Social Psychology • PSYC 5296 - Social Cognition and Attitudes • PSYC 5701 - Culture and Psychology Self-Designed
	<ul style="list-style-type: none"> • PSYC 5100 - Themes and Theories of Psychology • PSYC 5215 - Lifespan Development • PSYC 5245 - Social Psychology • PSYC 5701 - Culture and Psychology
College of Health Sciences and Public Policy	
<p>Master of Public Administration (MPA)</p> <p>Students may select up to five of these courses. Individual course prerequisites apply</p> <p>Note: These courses are 11 weeks in length.</p>	<ul style="list-style-type: none"> • MMPA 5200 - Principles of Public Administration • MMPA 5405 - Ethics and Social Justice • MMPA 5420 - Organizational Management and Leadership • MMPA 5431 - Finance and Budgeting for the Public Sector • MMPA 5435 - Human Resource Management: Building a Capable Workforce • MMPA 5451 - Public Policy Analysis • MMPA 5480 - Evidence-Based Evaluation Methods

<p>Master's Program</p>	<p>Eligible Courses (specific course availability may differ within the Tempo Learning® format)</p>
<p>MS in Nonprofit Management and Leadership Students may select up to five of these courses. Individual course prerequisites apply Note: These courses are 11 weeks in length.</p>	<ul style="list-style-type: none"> • NPMG 5200 - Introduction to the Nonprofit Sector • NPMG 5405 - Ethics and Social Justice • NPMG 5420 - Organizational Management and Leadership • NPMG 5431 - Finance and Budgeting for the Nonprofit Sector • NPMG 5435 - Human Resource Management: Building a Capable Workforce • NPMG 5480 - Evidence-Based Evaluation Methods
<p>College of Management and Human Potential</p>	

<p>Master's Program</p>	<p>Eligible Courses (specific course availability may differ within the Tempo Learning® format)</p>
<p>Master of Healthcare Administration (MHA) Students may select any or all of these courses. Individual course prerequisites apply Note: These courses are 11 weeks in length.</p>	<ul style="list-style-type: none"> • MMHA 5050 - U.S. Healthcare Delivery System • MMHA 5200 - Principles of Population Health in Healthcare Administration • MMHA 5300 - Law, Ethics, and Policy in Healthcare Administration • MMHA 5500 - Human Resource Management and Organizational Development and Leadership for Healthcare Administrators • MMHA 5900 - Healthcare Quality Management <p>Students can take no more than two master's-level courses per term.</p> <p>Students must complete all general education and core requirements before beginning AIM courses.</p>

<p>Master's Program</p>	<p>Eligible Courses (specific course availability may differ within the Tempo Learning® format)</p>
<p>MS in Industrial and Organizational (110) Psychology Students may select up to five courses for the listed specializations. Individual course prerequisites apply. Note: These courses are 11 weeks in length.</p>	<p>General Practice</p> <ul style="list-style-type: none"> • IPSY 5100 - Themes and Theories of 1/0 Psychology • PSYC 5214 - Consulting for Organizational Change • PSYC 5480 - Psychology of Organizational Behavior • PSYC 5706 - Ethics and Standards of Industrial Organizational Psychology • PSYC 5755 - Leadership and Leader Development <p>Consulting Psychology</p> <ul style="list-style-type: none"> • IPSY 5100 - Themes and Theories of 1/0 Psychology • PSYC 5005 - Business Concepts for the Organizational Development Professional • PSYC 5214 - Consulting for Organizational Change • PSYC 5216 - Dynamics of Contemporary, International, and Virtual Organizations • PSYC 5480 - Psychology of Organizational Behavior <p>Evidence-Based Coaching</p>
<p>Master's Program</p>	<p>Eligible Courses (specific course availability may differ within the Tempo Learning® format)</p>

	<ul style="list-style-type: none"> • IPSY 5100 - Themes and Theories of 1/0 Psychology • PSYC 5214 - Consulting for Organizational Change • PSYC 5480 - Psychology of Organizational Behavior • PSYC 5755 - Leadership and Leader Development Human Resource Management • IPSY 5100 - Themes and Theories of 1/0 Psychology • PSYC 5214 - Consulting for Organizational Change • PSYC 5480 - Psychology of Organizational Behavior • PSYC 5755 - Leadership and Leader Development International Business • IPSY 5100 - Themes and Theories of 1/0 Psychology • PSYC 5214 - Consulting for Organizational Change • PSYC 5216 - Dynamics of Contemporary, International, and Virtual Organizations • PSYC 5480 - Psychology of Organizational Behavior • Self-Designed
<p style="text-align: center;">Master's Program</p>	<p style="text-align: center;">Eligible Courses (specific course availability may differ within the Tempo Learning® format)</p>
	<ul style="list-style-type: none"> • IPSY 5100 - Themes and Theories of 1/0 Psychology • PSYC 5214 - Consulting for Organizational Change • PSYC 5480 - Psychology of Organizational Behavior • PSYC 5755 - Leadership and Leader Development

College of Nursing	
<p>Master of Science in Nursing (MSN)</p> <p>Note: These courses are 11 weeks in length.</p>	<ul style="list-style-type: none"> • NURS 5050 - Policy and Advocacy for Improving Population Health • NURS 5051 - Transforming Nursing and Healthcare Through Technology • NURS 5052 - Essentials of Evidence- Based Practice <p>Students must be admitted to the RN-BSN- MSN track to complete these AIM courses.</p>
College of Psychology and Community Services	
<p>MS in Forensic Psychology</p> <p>Students may select up to five of these courses.</p> <p>Individual course prerequisites apply.</p> <p>Note: These courses are 11 weeks in length.</p>	<ul style="list-style-type: none"> • FPSY 5102 - Intersection of Crime, Psychology, and the Law • FPSY 5115 - Understanding Forensic Psychology Research • FPSY 5126 - Understanding Violence, Risk, and Threat Assessment • FPSY 5135 - Criminal Behavior • FPSY 5720 - Abnormal Behavior
Master's Program	<p>Eligible Courses</p> <p>(specific course availability may differ within the Tempo Learning® format)</p>
<p>MS in Human Services</p> <p>Students may select up to four of these courses.</p> <p>Individual prerequisites apply.</p> <p>Note: These courses are 11 weeks in length.</p>	<ul style="list-style-type: none"> • HUMN 5162 - Cultural Humility and Diversity • HUMN 5160 - The Advanced Human Services Practitioner in a Changing World • HUMN 5210 - Management and Leadership Development in Human Services • HUMN 5161 -Assessment, Triage, and Motivational Interviewing • HUMN 5205 - Introduction to the Nonprofit Sector

<p>MS in Criminal Justice</p> <p>Students may select any or all of these courses.</p> <p>Individual course prerequisites apply.</p> <p>Note: These courses are 11 weeks in length.</p>	<ul style="list-style-type: none"> • CRJS 5137 - The Nature of Crime and Criminology • CRJS 5203 - Victimology • CRJS 5215 - Controversies in Criminal Justice • CRJS 5217 - Technological Solutions and 21st-Century Crime • CRJS 5511 - Special Populations
<p>MS in Criminal Justice Leadership and Executive Management</p> <p>Students may select any or all of these courses.</p> <p>Individual course prerequisites apply.</p> <p>Note: These courses are 11 weeks in length.</p>	<ul style="list-style-type: none"> • CRJS 5137 - The Nature of Crime and Criminology • CRJS 5215 - Controversies in Criminal Justice
<p>College of Social and Behavioral Health</p>	
<p>School of Counseling</p>	

<p>Master's Program</p>	<p>Eligible Courses (specific course availability may differ within the Tempo Learning® format)</p>
<p>MS in Clinical Mental Health Counseling These courses are open only to students in the BS in Human Services and BS in Psychology programs. Students may select up to five of these courses. Individual course prerequisites apply</p> <p>Note: These courses are 11 weeks in length. These courses must be taken in the order listed.</p>	<ul style="list-style-type: none"> • HUMN 5100 - Introduction to Mental Health Counseling* • HUMN 5722 - Theories of Counseling • HUMN 5316 - Techniques of Counseling • HUMN 5723 - Multicultural Counseling • PSYC 5101 - Foundations for Graduate Study in Counseling * • PSYC 5102 - Introduction to Mental Health Counseling * • PSYC 5722 - Counseling and Psychotherapy Theories • PSYC 5316 - Techniques in Counseling • PSYC 5306 - Ethics and Legal Issues in Counseling • PSYC 5723 - Multicultural Counseling <p>* Students are required to take PSYC 5101 along with PSYC 5102 or HUMN 5100.</p>

Note on Endorsement, Licensure, or Certification

This program does not lead to an endorsement, certification, or licensure. 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.

The graduate degree program and coursework within the program in which you are enrolling may be accepted by many states toward upgrading or renewing a license or obtaining a salary increase (depending on state or district policy). Teachers are advised to contact their individual school districts as to whether this program may qualify for salary advancement. Walden enrollment specialists can provide guidance on program requirements; however, it remains the individual's responsibility to understand and comply with all state and school district requirements.

Faculty and Administration

Walden Leadership



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President



Sue Subocz

Associate President and Provost

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Michael Betz, President

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Office of the Associate President and Provost

Sue Subocz, PhD, Associate President and Provost

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Office of Institutional Effectiveness

Debra Tervalva, JD, Vice Provost

Social Determinants of Health and Health Care Advancement

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Angelica Lohr, EdS, Associate Dean, Undergraduate Academic Support Lisa Raymond, MLS, Associate Director,

Content Management

The Office of Academic Support and Instructional Services (OASIS) supports Walden University students in their academic and professional growth, specifically in the areas of library research, academic and professional writing, APA Style, statistics and SPSS, communication, critical thinking, and other academic skills. OASIS offers academic skill support to Walden students in various modes, including instructional videos and webinars, website content, individual and group tutoring, peer mentoring, self-paced tutorials, a centralized OASIS help desk, support courses and workshops, and live doctoral residency sessions. OASIS is also the home of the Walden Orientation and Welcome (WWOW), an asynchronous orientation experience offered to all new Walden students. Curated OASIS services and resources are provided for each degree level: Undergraduate, Master's, and Doctoral.

Office of Institutional Effectiveness

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Brenda Kruse, MS, Director, Accreditation

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Laura Ribich, MS, Manager, Academic Support

Nathan Joseph, MS, Senior Manager, Academic Success Hillary Blevins, Senior Analyst, Research

Jackie Olson, Director, Academic Success Becky Jobe, Dean, Academic Success

Ron Senterfitt, Associate Dean, Office of Institutional Effectiveness

The Office of Institutional Effectiveness (OIE) provides university leaders and extended partners with accurate and reliable data, services, and insights to facilitate data-informed decision-making and promote university effectiveness to support continuous improvement.

The OIE team assists with regulatory reporting, outcomes assessment, stakeholder satisfaction surveys, academic program reviews, co-curricular reviews, and accreditation.

In addition to the list above, the OIE team is supported by research analysts, data efficiency experts, operations, compliance, and licensure staff.

Office of Research and Doctoral Services

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Leilani Gjellstad, PhD, Associate Dean, Research Ethics

Deborah Inman, EdD, Associate Dean, Research Quality Management Molly Lauck, PhD, Associate Dean, Research and Sponsored Programs Tony Ajsenberg, Associate Dean, Student Research Administration

Michelle Stallone Brown, EdD, Associate Dean, Committee Support and Doctoral Student Progress

See the Office of Research and Doctoral Services website for a full list of administration and staff.

Office of Teaching and Learning Excellence

Lana Rocca, Director, Academic Success

Katie Pfarr, Manager, Operations, Communications, and Faculty Support

Lyda Downs, PhD, Manager, Faculty Coaching and Professional Development Deepa Shriram, Manager, New Faculty Orientation, Training, and Development Kristy Wake, Manager, Instructional Design

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Faculty

- [Walden Faculty Academic Credentials \(PDF\) Search Faculty Member Biographies](#)

College of Allied Health

Mission

The College of Allied Health empowers, supports, and develops a diverse group of allied healthcare professionals to meet the dynamic integrative healthcare needs of individuals in their communities.

Vision

The College of Allied Health endeavors to provide transformative educational experiences and develop allied health professionals who will provide culturally and contextually relevant care and wellness to individuals in diverse communities.

Programs

Doctoral Degree Programs

- PhD in Clinical Psychology

Programs Not Currently Accepting New Students

Master's Degree Programs

- Master of Science in Clinical Psychology (not currently accepting new students)

Master of Science in Clinical Psychology

This program is not currently accepting new students. Current students must complete their programs of study in accordance with Walden's Time-to-Degree Completion policies.

The MS in Clinical Psychology program provides a broad background in clinical psychology with the opportunity to complete an optional counseling specialization. It prepares students to work ethically and effectively at the master's level with diverse individuals in a variety of settings. In addition, this program offers students an opportunity to complete a graduate degree that is more practitioner- focused and less research-focused and includes a broader survey of the topics in clinical psychology compared to many other degree programs.

Note on Licensure

The MS in Clinical Psychology degree is not designed to prepare students to become a licensed psychology professional.

The MS in Clinical Psychology Counseling Specialization program is not approved by the Kansas Board of Regents and does not lead to master's-level psychology license eligibility in the state of Kansas.

Learning Outcomes

At the end of the program, students will be able to:

1. Describe the foundations of psychology.
2. Synthesize psychological theory and research to apply in real-world situations in clinical settings.
3. Interpret psychological theory and research.
4. Describe psychological theory, research, and practice from a multicultural and/or global perspective.
5. Apply psychological theory, research, and practice to scholarly and/or professional activities that promote positive social change.
6. Use a framework of evidence-based practice to develop constructive working relationships with clients, supervisors, instructors, and colleagues.
7. Demonstrate an appropriate and professional demeanor with clients, supervisors, instructors, and colleagues.

General Program

Degree Requirements

- 59-62 total quarter credits for General Program (97-105 credits with optional specialization)
- Foundation course (3 credits)
- Core courses (45 credits for General and Counseling; 68 credits for CA Track)
- Foundation Research Sequence course (5 credits for General and Counseling)
- Counseling (non-CA track) specialization curriculum (35 credits, including 10 credits electives)
- Counseling (CA track) specialization curriculum (25 credits)
- Practicum (6-9 credits)

Foundation Course (3 credits)

CPSY 6001 - Foundations for Graduate Study in Psychology (3 credits)

Core Courses (45 credits)

CPSY 6221 - Psychopathology From a Clinical Perspective (5 credits)

- Students may take this as a non-degree course.

CPSY 6215 - Lifespan Development (5 credits)

- Students may take this as a non-degree course.

CPSY 6705 - Ethics and Standards of Professional Practice (5 credits)

- Students may take this as a non-degree course.

CPSY 6342 - Interventions I (5 credits)

- Students may take this as a non-degree course.

CPSY 6341 - Psychological Assessment (5 credits)

- Students may take this as a non-degree course.

CPSY 6701 - Culture and Psychology (5 credits)

- Students may take this as a non-degree course.

CPSY 6250 - Group Process and Dynamics (5 credits)

- Students may take this as a non-degree course.

Foundation Research Courses (5 credits)

Courses composing the core research sequence are conducted online and require weekly readings, participation in discussions, and assignment completion. Course instructors guide discussions and evaluate discussion and application assignments. RSCH 6110 must be completed during the second term and is linked to Milestone 2 of the academic residencies. RSCH 6210 and RSCH 6310 must be completed prior to registering for the dissertation.

RSCH 6110Y - Research Theory, Design, and Methods (5 credits)

Practicum Sequence (6-9 credits)

CPSY 6700 - Master's Practicum I (3 credits) CPSY 6810 - Master's Internship I (3 credits) CPSY 6910 - Master's Internship II (3 credits)

Course Sequence

Students undertake courses in the following sequence.

Term	Course	Credits
Quarter 1	CPSY 6001 - Foundations for Graduate Study in Psychology	3 credits

	CPSY 6221 - Psychopathology From a Clinical Perspective	5 credits
Quarter 2	CPSY 6215 - Lifespan Development	5 credits
	CPSY 6705 - Ethics and Standards of Professional Practice	5 credits
Quarter 3	CPSY 6342 - Interventions I	5 credits
	RSCH 6110Y - Research Theory, Design, and Methods	5 credits
Quarter 4	CPSY 6341 - Psychological Assessment	5 credits
	CPSY 6343 - Interventions II	5 credits
Quarter 5	CPSY 6701 - Culture and Psychology	5 credits
	CPSY 6250 - Group Process and Dynamics	5 credits
Quarter 6	CPSY 6245 - Social Psychology	5 credits
	CPSY 6700 - Master's Practicum I	3 credits
Quarter 7	CPSY 6810- Master's Internship I	3 credits
	CPSY 6910 - Master's Internship II	3 credits

Specialization in Counseling

In this specialization, students discover how clinical psychology training can position them to promote psychological health in individuals, families, groups, and organizations by studying current theory, research, and practices associated with major dysfunctional behavior. This specialization can lead to work in a range of settings, including healthcare and community mental health settings. The coursework offers a foundation for pursuing clinical psychology through doctoral study. Students engage in training with individuals, groups, couples, and families.

Learning Outcomes

At the end of the program, students will be able to:

1. Describe the foundations of psychology.
2. Synthesize psychological theory and research to apply in real-world situations in clinical settings.
3. Interpret psychological theory and research.
4. Describe psychological theory, research, and practice from a multicultural and/or global perspective.
5. Use a framework of evidence-based practice to develop constructive working relationships with clients, supervisors, instructors, and colleagues.
6. Demonstrate an appropriate and professional demeanor with clients, supervisors, instructors, and colleagues.
7. Apply psychological theory, research, and practice to scholarly and/or professional activities that promote positive social change.
8. Utilize critical thinking and apply relevant ethical codes (e.g., APA, ACA) to decision making with diverse populations in a variety of settings.
9. Demonstrate proficiency in utilizing empirically supported models of counseling/therapy (including group; substance abuse; and couples, marriage, and family counseling as well as career counseling) with diverse populations.

Counseling Specialization Tracks

Counseling

Accreditation

The MS in Clinical Psychology program with a specialization in Counseling is designed to prepare graduates for professional counseling practice at the master's level. Graduates completing the Counseling specialization may qualify to sit for licensing exams and meet the academic licensure requirements of some state counseling licensing boards. However, the Walden University MS in Clinical Psychology program is not accredited by the Council for Accreditation of Counseling and Related Educational Programs (CACREP), a specialized accrediting body, which is a requirement for licensure as a counselor in many states. Walden enrollment specialists can provide guidance on licensure issues, state-by-state educational requirements, and internship and practicum requirements; however, it remains the student's responsibility to evaluate and understand the licensure requirements for the state or international location in which the student intends to work as requirements vary widely. Walden University makes no representation or guarantee that the completion of a degree or coursework for graduate credit will permit the learner to obtain licensure.

The MS in Clinical Psychology program with a specialization in Counseling is not approved by the Kansas Board of Regents and will not lead to master's-level psychology or counseling license eligibility in the state of Kansas.

Degree Requirements

- 94-97 total quarter credits
- Foundation course (3 credits)
- Core courses (45 credits)
- Foundation Research Sequence course (5 credits)
- Specialization courses (25 credits)
- Elective courses (10 credits)
- Practicum (6-9* credits)

*You can elect to take CPSY 6900 Master's Practicum III (3 credits) after CPSY 6800 Master's Practicum II. CPSY 6900 is an optional course for those students whose state requirements require additional practicum hours.

Specialization Courses (25 credits)

CPSY 6722 - Counseling and Psychotherapy Theories* (5 credits)

- Students may take this as a non-degree course.

CPSY 6728 - Substance Abuse Counseling* (5 credits)

- Students may take this as a non-degree course.

Electives (10 credits)

Students select any two elective courses from graduate-level courses in psychology, provided the prerequisites are met.

These electives are self-registered.

Foundation Research Courses (5 credits)

Courses composing the core research sequence are conducted online and require weekly readings, participation in discussions, and assignment completion. Course instructors guide discussions and evaluate discussion and application assignments. RSCH 6110 must be completed during the second term and is linked to Milestone 2 of the academic residencies. RSCH 6210 and RSCH 6310 must be completed prior to registering for the dissertation.

RSCH 6110Y - Research Theory, Design, and Methods (5 credits)

Course Sequence

Students undertake courses in the following sequence.

Term	Course	Credits
Quarter 1	CPSY 6001 - Foundations for Graduate Study in Psychology	3 credits
	CPSY 6215 - Lifespan Development	5 credits
Quarter 2	CPSY 6221 - Psychopathology From a Clinical Perspective	5 credits
	CPSY 6705 - Ethics and Standards of Professional Practice	5 credits
Quarter 3	CPSY 6342 - Interventions I	5 credits
	RSCH 6110Y - Research Theory, Design, and Methods	5 credits
Quarter 4	CPSY 6341 - Psychological Assessment	5 credits
	CPSY 6343 - Interventions II	5 credits
Quarter 5	CPSY 6701 - Culture and Psychology	5 credits
	CPSY 6250 - Group Process and Dynamics	5 credits
Quarter 6	CPSY 6810 - Master's Internship I	3 credits
	CPSY 6245 - Social Psychology	5 credits
Quarter 7	CPSY 6910 - Master's Internship II	3 credits
	CPSY 6722 - Counseling and Psychotherapy Theories	5 credits
Quarter 8	CPSY 6356 - Marriage, Couple, and Family Therapy	5 credits
	CPSY 6728 - Substance Abuse Counseling	5 credits
Quarter 9	CPSY 6753 - Career Counseling	5 credits
	CPSY 6100 - Introduction to Mental Health Counseling	5 credits
Quarter 10	CPSY 6900 - Master's Practicum III (optional)	3 credits

Counseling (California Track)

Degree Requirements

- 105 total quarter credits
- Foundation course (3 credits)
- Core courses (68 credits)
- Specialization courses (25 credits)
- Practicum (9* credits)

Foundation Course (3 credits)

CPSY 6001 - Foundations for Graduate Study in Psychology (3 credits)

Core Courses (68 credits)

CPSY 6221 - Psychopathology From a Clinical Perspective (5 credits)

- Students may take this as a non-degree course.

CPSY 6215 - Lifespan Development (5 credits)

- Students may take this as a non-degree course.

CPSY 6342 - Interventions I (5 credits)

- Students may take this as a non-degree course.

CPSY 6341 - Psychological Assessment (5 credits)

- Students may take this as a non-degree course.

CPSY 6343 - Interventions II* (5 credits)

- Students may take this as a non-degree course.

CPSY 6701 - Culture and Psychology (5 credits)

- Students may take this as a non-degree course.

CPSY 6250 - Group Process and Dynamics (5 credits)

- Students may take this as a non-degree course.

CPSY 6245 - Social Psychology (5 credits)

- Students may take this as a non-degree course.

CPSY 6722 - Counseling and Psychotherapy Theories* (5 credits)

- Students may take this as a non-degree course.

CPSY 6728 - Substance Abuse Counseling* (5 credits)

- Students may take this as a non-degree course.

CPSY 6900 - Master's Practicum III (3 credits)

Specialization Courses (25 credits)

COUN 6306 - Ethics and Legal Issues in Counseling* (5 credits)

- Students may take this as a non-degree course.

COUN 6326 - Research and Program Evaluation* (5 credits)

- Students may take this as a non-degree course.

COUN 6336 - Crisis, Trauma, and Disaster Response* (5 credits)

- Students may take this as a non-degree course.

COUN 6361 - Human Sexuality* (5 credits)

- Students may take this as a non-degree course.

COUN 6743 - Psychopharmacology* (5 credits)

- Students may take this as a non-degree course.

Practicum Sequence (6-9 credits)

CPSY 6700 - Master's Practicum I (3 credits) CPSY 6810 - Master's Internship I (3 credits) CPSY 6910 - Master's

Internship II (3 credits)

PhD in Clinical Psychology

Walden's PhD in Clinical Psychology program can prepare students to practice, teach, or research to positively impact the mental health of diverse clientele.

In this blended doctoral program, featuring online and in-person participation, students can gain the skills to assess mental wellness and provide interventions as a practitioner, educator, researcher, or consultant. Taught by respected psychology faculty, coursework explores current theories and empirically supported practice. Students can combine scholarly

research with practical experience to build the skills and knowledge to work with people who are struggling with mental illness or general life issues.

Note on Licensure

The PhD in Clinical Psychology program is designed to prepare graduates to qualify to sit for psychology licensing exams in some states. This program is designed to meet the academic licensure requirements of some state psychology boards. However, Walden University's PhD in Clinical Psychology is not accredited by the American Psychological Association (APA) and has not received designation by the Association of State and Provincial Psychology Boards/National Register (ASPPB/NR), which are requirements for licensure in many states.

Walden enrollment specialists can provide guidance on licensure issues, state-by-state educational requirements, and internship and practicum requirements; however, it remains the student's responsibility to evaluate and understand the licensure requirements for the state in which he or she resides, as requirements vary widely. Walden University enrollment specialists can provide general guidance on licensure requirements; however, it is the responsibility of each student to understand and comply with the most current psychology licensure information for his or her individual state.

Walden makes no guarantee that its PhD in Clinical Psychology program will meet the licensure requirements in any state.

Prospective students should review the specific, detailed licensure requirements applicable to their state(s) of residency to see if the Walden program meets all of the requirements to sit for licensure as set forth in the state regulations. Additionally, some states have additional coursework, residency, or fieldwork requirements that students will need in order to be eligible for licensure as a psychologist in that state.

Prospective students enrolling in licensure-leading programs are advised that relocation to another state may impact the student's ability to complete field experiences and/or to obtain professional licensure, certification, or other credential in another state. Prospective students are advised to carefully review, evaluate, and understand the requirements of the applicable licensure board in the state in which they intend to relocate.

Learning Outcomes

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

1. Evaluate the origins and development of major ideas in the discipline of psychology, as well as major theories of psychology.
2. Critique the basic content areas of scientific psychology including the breadth, range, and depth of the affective, biological, cognitive, developmental, and social aspects of behavior.
3. Apply integrative knowledge in scientific psychology including the ability to integrate, evaluate, analyze, and conceptualize multiple discipline specific content areas.
4. Integrate advanced knowledge and applied skills in psychometrics, research, quantitative, and qualitative methods.
5. Synthesize the principles of research methods in order to independently formulate, conduct, and disseminate research and related scholarly activities.
6. Critique and apply relevant research in the development and implementation of evidence-based interventions in clinical decision making, as well as evaluate treatment effectiveness, goals, and methods consistent with ongoing evaluation.

7. Communicate competency in the application of APA ethics and codes, as well as the relevant laws, regulations, policies, rules, professional standards, and guidelines in the practice of clinical psychology.
8. Model professional values and attitudes including integrity, comportment, identity, accountability, lifelong learning, self-reflection and care, and concern for others welfare in all relationships.
9. Demonstrate professional competence, including professionalism, respect for diversity, and relational competency
10. Demonstrate competence in the profession specific clinical competencies, including diagnosis, assessment, and psychotherapeutic interventions.
11. Integrate knowledge of individual and cultural diversity in professional practice.

Minimum Degree Requirements

- Doctoral Writing Assessment
- Professional Development Plan and Program of Study
- Foundation course (5 credits)
- Core courses (45 credits)
- Research courses (20 credits)
- Specialization courses (15 credits)
- Clinical practicum (6 credits)
- Internship (12 credits)
- Blended Academic Year in Residence (40 credits)
- Completion of the Doctoral Dissertation
 - Dissertation writing courses (5 credits per term for a minimum of 4 terms; taken continuously until completion)
 - Completion of a beginning-of-quarter, mid-quarter, and end-of quarter plan for each term
- Four PhD residencies

Curriculum

Foundation Course (5 credits)

CPSY 8002 - Foundations of Graduate Studies in Clinical Psychology (5 credits)

Core Courses (45 credits)

CPSY 8207 - History and Systems of Psychology (5 credits) CPSY 8215 - Lifespan Development (5 credits)

CPSY 8226 - Biopsychology (5 credits)

CPSY 8238 - Cognitive and Affective Bases of Behavior (5 credits) CPSY 8245 - Interpersonal Psychotherapy (5 credits)

CPSY 8247 - Social Psychology (5 credits) CPSY 8316 - Tests and Measurement (5 credits)

CPSY 8700 - Psychology and Social Change (5 credits)

CPSY 8781 - Psychopathology From a Clinical Perspective (5 credits)

Research Courses (20 credits)

RSCH 8110 - Research Theory, Design, and Methods* (5 credits)

- Students may take this as a non-degree course.

RSCH 8210 - Quantitative Reasoning and Analysis* (5 credits)

- Students may take this as a non-degree course.

RSCH 8260 -Advanced Quantitative Reasoning and Analysis (5 credits) RSCH 8310 - Qualitative Reasoning and Analysis* (5 credits)

- Students may take this as a non-degree course.

Specialization Courses (15 credits)

These courses are dependent upon the particular specialization.

For the General program, select three courses from any of the PhD in Clinical Psychology specialization courses as electives. For all other specializations, please see the course list for each specialization.

+ Specialization in Forensic Psychology

In this specialization, students get an overview of forensic psychology, which includes the basic tenets, practices, and procedures within the field. They will learn how forensic psychologists interact with the court system and explore topics such as criminal profiling, expert testimony, jury selection, eyewitness testimony, and consultation with attorneys. Students will also examine violence, risk, and threat assessment. The program helps students develop an understanding of the subspecialties of forensic psychology, roles and responsibilities, and related legal, ethical, and diversity issues.

Specialization Courses (15 credits)

CPSY 8101 - Introduction to Forensic Psychology (5 credits)

CPSY 8126 - Understanding Violence, Risk, and Threat Assessment (5 credits) CPSY 8522 - Psychology and the Courts (5 credits)

+ Specialization in Health

In this specialization, students will explore the field of health psychology, changing health behaviors, the impact of stress on individuals, and ways of helping patients to cope. They will learn about behavioral biomedical theories and the effects of key factors on physical health and wellness, as well as issues related to cardiovascular and immune system health, including heart disease, stroke, cancer, and HIV/AIDS. Coursework explores models of health behavior change, disease prevention, disease management, and relapse prevention. Students will examine contemporary theories on the perception of stress, appraisal of stressors, ways of coping, and the psychophysiological mechanisms involved in stress response.

Specialization Courses (15 credits)

CPSY 8745 - Health Psychology (5 credits)

CPSY 8242 - Changing Health Behavior: Theory and Practice (5 credits) CPSY 8748 - Stress and Coping (5 credits)

+ Specialization in Industrial and Organization Psychology

In this specialization, students will apply psychological principles to the workplace. Through their coursework, students explore the relationship between leader and group behaviors, measuring human factors, group decision making, organizational design and culture, intervention development, and management of change. They will study leadership theories and contextual and situational factors related to leadership and change. Students will also explore the role of the organizational and professional development consultant and related topics, such as organizational assessment; team development; strategic planning; group dynamics; power, politics, and influence; and conflict management.

Specialization Courses (15 credits)

CPSY 8755 - Leadership and Leader Development (5 credits) CPSY 8752 - Psychology of Organizational Behavior (5 credits) CPSY 8214 - Consulting for Organizational Change (5 credits)

+ Specialization in Teaching

In this specialization, students will examine theories, techniques, and issues that are related to teaching psychology at the collegiate level, including instructional design. Coursework includes an overview and critical analysis of various instructional methods and techniques. They will analyze specific instructional applications in various settings and through multiple theories of learning, such as behavioral, cognitive, humanistic, and social-situational. Students will also explore design and delivery of online courses, issues related to assessment, evaluation in a distance-learning environment, and appropriate and systematic use of technology in online learning venues.

Specialization Courses (15 credits)

CPSY 8762 - Teaching of Psychology (5 credits)

CPSY 8764 - Instructional Design for Online Course Development (5 credits) CPSY 8763 - Principles of Instructional Design (5 credits)

Clinical Practicum (6 credits)

CPSY 8290 - Psychology Practicum I (3 credits)

CPSY 8291 - Psychology Practicum II (3 credits)

Internship (12 credits)

CPSY 8292 - Psychology Internship I (3 credits) CPSY 8293 - Psychology Internship II (3 credits) CPSY 8294 - Psychology Internship III (3 credits) CPSY 8295 - Psychology Internship IV (3 credits)

Blended Academic Year in Residence (40 credits)

The courses associated with the Blended Academic Year in Residence (BAYR) must be completed consecutively within a 12-month calendar year. Students that stop the course sequence and do not complete in a consecutive calendar year will need to resume the BAYR course sequence again from the beginning.

PSYR 8117 - Writing a Quality Prospectus in Psychology (5 credits) PSYR 8232 - Consultation and Supervision in Psychology (5 credits) PSYR 8240 - Cognitive Behavioral Therapy (5 credits)

PSYR 8340 - Cognitive Assessment (5 credits)

PSYR 8346 - Clinical Psychopharmacology (5 credits) PSYR 8350 - Personality Assessment (5 credits) PSYR 8421 - Multicultural Psychology (5 credits)

PSYR 8704 - Ethics and Standards of Psychological Practice (5 credits)

Residency Requirements

- Residency 1 - Complete Residency 1 as soon as you begin your program; should be completed in Term 1 or Term 2.
- Residency 2 - Complete Residency 2 at the beginning of your second year, around the time of second research course (RSCH 8310).
- Residency 3 - Complete Residency 3 once you have a prospectus in Walden's review system.
- Residency 4 - Complete residency 4 after your prospectus is approved as follows:
 - a Residency 4 General (RESI 8404) OR
 - a Residency 4 Proposal Writing (RES! 84040) OR

a Residency 4 Methods & Data Collection: Qualitative (RES! 8404R) OR a Residency 4 Methods & Data Collection: Quantitative (RES! 8404S) OR a Residency 4 Publishing & Presenting (RES! 8404T) OR
a an approved professional conference (RES! 8900 for select programs only. Contact Advising for information.) OR
a a dissertation intensive (DRWI 8500) during your 9000 course. Contact Student Success Advising to register. You must attend all sessions and advising throughout the entire intensive retreat in order to successfully complete the experience to satisfy residency 4 requirements. *NOTE: Intensive Retreats are NOT included in Fast Track tuition.*

Completion of the Doctoral Dissertation

CPSY 9000 - Dissertation (5 credits per term for a minimum of 4 quarters until completion)

Students take this course for a minimum of four quarters and are continuously enrolled until completion of their dissertation with final chief academic officer (CAO) approval.

To complete a doctoral study, students must obtain the academic approval of several independent evaluators including their committee, the University Research Reviewer, and the Institutional Review Board; pass the Form and Style Review; gain approval at the oral defense stage; and gain final approval by the chief academic officer. Students must also publish their dissertation on ProQuest before their degree is conferred. Learn more about the dissertation process in the Dissertation Guidebook.

* The courses associated with the Blended Academic Year in Residence (BAYR) must be completed consecutively within a 12 month calendar year. Students that stop the course sequence and do not complete in a consecutive calendar year will need to resume the BAYR course sequence again from the beginning.

** Students take this course for a minimum of four terms and are continuously enrolled until completion of their doctoral dissertation with final chief academic officer (CAO) approval. In general, students are continuously registered in the dissertation/doctoral study course until they complete their capstone project and it is approved. This usually takes longer than the minimum required terms in the dissertation/doctoral study course shell.

To complete a doctoral dissertation, students must obtain the academic approval of several independent evaluators including their committee, the University Research Reviewer, and the Institutional Review Board; pass the Form and Style Review; gain approval at the oral defense stage; and gain final approval by the chief academic officer. Students must also publish their dissertation on ProQuest before their degree is conferred. Learn more about the dissertation process in

the Dissertation Guidebook.

Doctoral Writing Assessment

Students who start or readmit to doctoral programs at Walden University in the university catalog for academic year 2017 or later will complete the university's required doctoral writing assessment. Designed to evaluate incoming doctoral students' writing skills, this assessment aims to help prepare incoming doctoral students to meet the university's expectations for writing at the doctoral level.

9-year Maximum Time Frame

Students have up to 9 years to complete their doctoral degree requirements (see Enrollment Requirements). Students may petition to extend the 9-year maximum time frame, but an extension is not guaranteed.

The Richard W. Riley College of Education and Human Sciences

Walden University's Richard W. Riley College of Education and Human Sciences is accredited based on the Council for the Accreditation of Educator Preparation (CAEP) Standards through June 2026. This accreditation covers specific Walden initial teacher and advanced educator preparation programs, including the BS in Elementary Education, Master of Arts in Teaching (MAT) in Special Education (K–Age 21) specialization, MS in Education - Educational Leadership Administration (Principal Preparation) specialization, and Education Specialist (EdS) in Educational Leadership and Administration (Principal Preparation) Program. The MAT-SPED, MSED-ELA, and EdS-ELA programs were reviewed by the National Council for Accreditation of Teacher Education (NCATE) and the National Board for Professional Teaching Standards (NBPTS), which define content-area standards for programs, and the National Council on Accreditation of Teacher Education (NCATE). CAEP promotes excellence in educator preparation through quality assurance and continuous improvement. Walden's College of Education and Human Sciences has earned national accreditation by demonstrating excellence in content and pedagogy, clinical experiences, selectivity, program impact, and capacity for continuous improvement.



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

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

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

Mission

The Richard W. Riley College of Education and Human Sciences employs innovative programs and inclusive learner-centered pedagogies to empower diverse scholars and practitioners to actualize innovation and positive social change for the communities they serve. The College prepares transformative leaders and equips them to inspire, influence, and impact their diverse communities while advancing research and discovery for the global good.

Vision

The Richard W. Riley College of Education and Human Sciences endeavors to be a premier leader in online education offering transformative and interdisciplinary programs aligned to the social determinants of health. The College endeavors to empower diverse scholars and practitioners to become globally conscious citizens who advance healthy communities and positive social change.

Research and Residencies

Research and Residencies guides and promotes quality in all aspects of doctoral research and residencies in The Richard W. Riley College of Education and Human Sciences. In collaboration with Walden University's Office of Research and Doctoral Services, Research and Residencies supports student success through the administration of The Richard W. Riley College of Education and Human Sciences University Research Reviewers and the supervision of the Riley College Research Courses and Doctoral Forums. Research and Residencies also coordinates the EdD and PhD residencies for the Riley College working closely with Walden University's Academic Residencies team. Face-to-face and virtual residencies are offered to students throughout the year in various parts of the country.

These residencies provide socialization opportunities using innovative technologies and principles of adult learning to develop scholar-practitioners who think critically and contribute to the greater social good.

Licensure Programs

Bachelor's Degree Programs

- ◆ BS in Elementary Education

Master's Degree Programs

- ◆ Master of Arts in Teaching (MAT) in Elementary Education
- ◆ Master of Arts in Teaching (MAT) in Special Education (K- Age 21)
- ◆ MS in Education (Educational Leadership and Administration specialization only)
- ◆

Education Specialist (EdS) Programs

- Education Specialist (EdS) in Educational Leadership and Administration (Principal Preparation) Program

Non-Licensure Programs

Bachelor's Degree Programs

- Bachelor of Science in Early Childhood Studies

Other Undergraduate Options

- Accelerate into Master's (AIM) Undergraduate Minors
- Post-Baccalaureate Certificates
- Post-Baccalaureate Certificate in Instructional Design and Technology

Graduate Certificate Programs

- ◆ Graduate Certificate in Adult Learning
- ◆ Graduate Certificate in College Teaching and Learning Graduate Certificate in Curriculum, Instruction, and Assessment
- ◆ Graduate Certificate in Early Childhood Administration, Management, and Leadership Graduate Certificate in Elementary Reading and Literacy
- ◆ Graduate Certificate in Engaging Culturally Diverse Learners
- ◆ Graduate Certificate in Enrollment Management and Institutional Marketing Graduate Certificate in Higher Education Leadership for Student Success Graduate Certificate in Integrating Technology in the Classroom
- ◆ Graduate Certificate in Online Teaching for Adult Educators Graduate Certificate in Mathematics 5–8
- ◆ Graduate Certificate in Mathematics K–6
- ◆ Graduate Certificate in Science, Grades K-8 Graduate Certificate in Special Education Graduate Certificate in Teacher Leadership
- ◆ Graduate Certificate in Teaching and Diversity in Early Childhood Education Graduate Certificate in Teaching K–12 Students Online

Master's Degree Programs

- ◆ MS in Developmental Psychology MS in Early Childhood Studies MS in Education
- ◆ MS in Health Education and Promotion MS in Higher Education
- ◆ MS in Instructional Design and Technology MS in Psychology
- ◆
- ◆

Post-Master's Certificate Programs

- ◆ Post-Master's Certificate in Community College Leadership
- ◆ Post-Master's Certificate in Curriculum, Instruction, and Assessment Post-Master's Certificate in Early Childhood Leadership
- ◆ Post-Master's Certificate in Educational Policy, Leadership, and Management (P–20) Post-Master's Certificate in Educational Technology
- ◆ Post-Master's Certificate in Higher Education and Adult Learning
- ◆ Post-Master's Certificate in Higher Education Leadership and Management
- ◆ Post-Master's Certificate in Higher Education Leadership, Management, and Policy Post-Master's Certificate in Online Teaching in Higher Education
- ◆ Post-Master's Certificate in Organizational Research, Assessment, and Evaluation Post-Master's Certificate in Reading, Literacy, and Assessment

Doctoral Degree Programs

- ◆ Doctor of Education (EdD)
- ◆ PhD in Developmental Psychology PhD in Education
- ◆ PhD in Health Education and Promotion
- ◆

Education Specialist (EdS) Programs

- ◆ Education Specialist (EdS) in Curriculum, Instruction, and Assessment Education Specialist (EdS) in Early Childhood Education
- ◆ Education Specialist (EdS) in Educational Administration and Leadership
- ◆ Education Specialist (EdS) in Educational Technology
- ◆ Education Specialist (EdS) in Learning, Instruction, and Innovation Education Specialist (EdS) in Reading, Literacy, and Assessment Education Specialist (EdS) in Special Education
- ◆
- ◆ Not Currently Accepting New Students

Bachelor's Degree Programs

- ◆ BS in Child Development (not currently accepting new students)

Graduate Certificate Programs

- Graduate Certificate in Early Childhood Advocacy and Public Policy (not currently accepting new students)
- Graduate Certificate in Reading and Literacy K–12 (not currently accepting new students)
- Graduate Certificate in Teaching English Language Learners (not currently accepting new students)
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BS in Elementary Education

Walden's BS in Elementary Education program prepares educational professionals for teaching certification, which is required in most public school systems in the United States. This program incorporates strategies proven to help educators develop confidence and succeed in today's diverse classroom environments.

Through their coursework, education professionals explore the integration of technology in the classroom, building family partnerships, collaboration, and literacy. Educators also have the opportunity to apply best practices through in-person experiences in K–6 classrooms.

Licensure

Walden is approved by the Minnesota Professional Educator Licensing and Standards Board (PELSB) to offer a program leading to a Minnesota Tier 3 license in Elementary Education. Candidates seeking licensure in Minnesota are responsible for completing all Minnesota requirements beyond Walden's state-approved program, including passing the Minnesota Teacher Licensure Exams. The Minnesota Professional Educator Licensing and Standards Board (PELSB) is solely responsible for reviewing applications and issuing licenses.

Individuals interested in licensure in states other than Minnesota may qualify by virtue of completing a state-approved educator preparation program; however, individuals must review their state's regulations to ensure the program meets all requirements, paying particular attention to any requirements specific to out-of-state program completers. Individuals who reside in certain states may be ineligible to enroll in this program. Walden Enrollment Specialists can provide guidance on licensure questions; however, it remains the individual's responsibility to understand and comply with all state licensure requirements. Walden makes no representation or guarantee that completion of Walden coursework or programs will permit an individual to obtain state licensure.

Learning Outcomes

Graduates of this program will be prepared to demonstrate skills in the following areas:

1. **Knowledge and Skills**—Demonstrate content knowledge, skills, and pedagogy appropriate to elementary education.
2. **Professional Practice**—Demonstrate the skills and dispositions of a professional educator.
3. **Instruction**—Promote K-6 children’s development and learning across content areas through the design and implementation of engaging, differentiated learning experiences that support children’s development and learning across all domains.
4. **Assessment**—Use data to assess student growth to make informed instructional decisions that build on the strengths and meet the needs of individual children.
5. **Cultural Responsiveness**—Practice cultural responsiveness to build positive trusting relationships with children, families, and colleagues and to create supportive learning environments for all.
6. **Technology**—Use technology appropriately, resourcefully, and innovatively to personalize and improve teaching and learning.
7. **Collaboration and Relationship Building**—Demonstrate the ability to work collaboratively with children, families, colleagues, and communities to improve outcomes for every child and effect positive social change.

Degree Requirements

181 total quarter credits

General Education courses—56 qtr. credits

HMNT 1001 (completed in 1st term)—6 qtr. credits Humanities—10 qtr. credits

Written and Oral communication—10 qtr. credits

Math and Natural Sciences—20 qtr. credits Social Science—10 qtr. credits

Elementary Education courses—65 qtr. credits Lower level core—5 qtr. credits Professional core—60 qtr. credits

7 courses with Field Experience; each contain 15 hours of field experience, or about 2.5 hours per week.

Elective courses—50 qtr. Credits

10 credits of Demonstration Teaching, 12 weeks (full-time) 6-week courses (except Demonstration Teaching)

****Note:** In addition to Walden's general technical requirements, candidates must have access to technology (i.e., scanner or camera) that allows them to electronically submit signed documents verifying their field experience hours.

Curriculum

The Walden BS in Elementary Education program is designed for individuals who want to make a positive impact in elementary education, engage with children and families to promote healthy development and learning, and acquire the skills, knowledge, and dispositions of professional educators. Based on current research, the BS in Elementary Education program aligns with national professional standards and licensure requirements. Walden's BS in Elementary Education program provides the tools, resources, and experiences that prepare candidates to be effective elementary educators.

Learning outcomes for graduates of the BS in Elementary Education program include deep knowledge of children's development, motivation, and learning; commitment to professional practice; and skill in the areas of instruction, assessment, cultural responsiveness, technology, relationship-building, and collaboration. Throughout their program of study, teacher candidates also focus on designing integrated curriculum, the arts as an essential part of children's education, literacy learning, and utilizing a wide array of evidence-based approaches and strategies to support the growth and learning of every child.

General Education (56 credits)

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

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

Elementary Education Courses (65 credits)

EDUC 1004 - Child Development (5 credits) Students may take this as a non-degree course.

Professional Core

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EDUC 2400 - The Professional Educator (5 credits)

EDUC 2401 - Diverse and Exceptional Learners in the Elementary Classroom (5 credits) EDUC 2402 - Exploring Dimensions of Literacy K–6 (5 credits)

EDUC 3050 - Child Development, Motivation, and Learning (5 credits)

EDUC 3052 - Effective Practices: Planning, Instruction, and Assessment (5 credits) EDUC 3053 - Community Building for Effective Classroom Management (5 credits) EDUC 3054 - Literacy K–6: Instruction and Assessment (5 credits)

EDUC 3056 - Integrating Content and Technology to Enhance Learning (5 credits) EDUC 4010 - Mathematics K–6: Instruction and Assessment (5 credits)

EDUC 4020 - Science K–6: Instruction and Assessment (5 credits)

EDUC 3055 - Social Studies and the Arts K–6: Instruction and Assessment (5 credits) EDUC 3051 - Collaboration to Support All Learners (5 credits)

Elective Courses (50 credits)

Teacher candidates can choose 10 courses from General Education, other Walden bachelor's degree programs, or Accelerate Into Master's (AIM) courses. At least 5 credits must be at the 3000 level or higher. Elective credits should total 50 to meet the program requirements. Students may also be eligible to transfer previous credit to meet their elective requirements.

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

Demonstration Teaching (10 credits)

Master of Arts in Teaching (MAT) in Elementary Education

The Master of Arts in Teaching program in Elementary Education is designed for aspiring educators with a bachelor's degree who wish to become an elementary school teacher. In this program, students focus on creating deep knowledge of children's development, motivation, and learning. Students also concentrate on skills in the areas of instruction, assessment, cultural responsiveness, technology, relationship-building, and collaboration. Throughout the curriculum, students also focus on designing integrated curriculum, the arts as an essential part of children's education, literacy learning, and utilizing a wide array of evidence-based approaches and strategies to support the growth and learning of every child.

Licensure

Walden is approved by the Minnesota Professional Educator Licensing and Standards Board (PELSB) to offer a program leading to a Minnesota Tier 3 license in Elementary Education. Candidates seeking licensure in Minnesota are responsible for completing all Minnesota requirements beyond Walden's state-approved program, including passing the Minnesota Teacher Licensure Exams. The Minnesota Professional Educator Licensing and Standards Board (PELSB) is solely responsible for reviewing applications and issuing licenses.

Individuals interested in licensure in states other than Minnesota may qualify by virtue of completing a state-approved educator preparation program; however, individuals must review their state's regulations to ensure the program meets all requirements, paying particular attention to any requirements specific to out-of-state program completers. Individuals who reside in certain states may be ineligible to enroll in this program. Walden Enrollment Specialists can provide guidance on licensure questions; however, it remains the individual's responsibility to understand and comply with all state licensure requirements. Walden makes no representation or guarantee that completion of Walden coursework or programs will permit an individual to obtain state licensure.

Learning Outcomes

Upon completion of the MAT in Elementary Education program, graduates will be prepared to:

1. Demonstrate the skills necessary to create learning environments that facilitate meaningful learning experiences for elementary students.
2. Demonstrate the professional dispositions of an elementary educator.
3. Demonstrate the ability to implement differentiated learning experiences that support development in elementary students.
4. Evaluate assessment data to make informed instructional decisions that promote student development.
5. Demonstrate the ability to be culturally responsive to foster positive trusting relationships with a variety of stakeholders.
6. Appropriately integrate a variety of learning technologies in the classroom.
7. Demonstrate the ability to work collaboratively with others to improve educational outcomes for elementary children.
8. Apply the results of research in the field of education to create positive social change.
9. Demonstrate the skills necessary to be a reflective practitioner who actively seeks opportunities to grow professionally.

Degree Requirements

70 total quarter credits

Professional core courses (60 credits) Demonstration Teaching (10 credits)

Curriculum Professional Core

EDUC 6400 - The Professional Educator (5 credits)

EDUC 6401 - Diverse and Exceptional Learners in the Elementary Classroom (5 credits) EDUC 6402 - Exploring Dimensions of Literacy K–6 (5 credits)

EDUC 6050 - Child Development, Motivation, and Learning (5 credits) EDUC 6051 - Collaboration to Support All Learners (5 credits)

EDUC 6052 - Effective Practices: Planning, Instruction, and Assessment (5 credits) EDUC 6053 - Community Building for Effective Classroom Management (5 credits)

EDUC 6054 - Literacy K–6: Instruction and Assessment (5 credits)

EDUC 6055 - Social Studies and the Arts K–6: Instruction and Assessment (5 credits) EDUC 6056 - Integrating Content and Technology to Enhance Learning (5 credits) EDUC 6010 - Mathematics K–6: Instruction and Assessment (5 credits)

EDUC 6020 - Science K–6: Instruction and Assessment (5 credits)

Demonstration Teaching (10 credits)

EDUC 6030 - Demonstration Teaching/Seminar: Professional Ethics, Communication, and Collaboration in Elementary Education (10 credits)

Master of Arts in Teaching (MAT) in Special Education (K- Age 21)

Walden's Minnesota state-approved teacher preparation program with a Master of Arts in Teaching (MAT) in Special Education is designed to prepare candidates to become special education teachers with the knowledge, skills, and dispositions of exemplary educators who work in diverse settings. This program prepares candidates to teach students with mild to moderate exceptionalities ages K–21. The Richard W. Riley College of Education and Human Services 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.

Licensure

Walden is approved by the Minnesota Professional Educator Licensing and Standards Board (PELSB) to offer a program leading to a Minnesota Tier 3 license in Special Education: Academic Behavioral Strategist. Candidates seeking licensure in Minnesota are responsible for completing all Minnesota requirements beyond Walden's state-approved program, including passing the Minnesota Teacher Licensure Exams. The Minnesota Professional Educator Licensing and Standards Board (PELSB) is solely responsible for reviewing applications and issuing licenses.

Individuals interested in licensure in states other than Minnesota may qualify by virtue of completing a state-approved educator preparation program; however, individuals must review their state's regulations to ensure the program meets all requirements, paying particular attention to any requirements specific to out-of-state program completers. Individuals who reside in certain states may be ineligible to enroll in this program. Walden Enrollment Specialists can provide guidance on licensure questions; however, it remains the individual's responsibility to understand and comply with all state licensure requirements. Walden makes no representation or guarantee that completion of Walden coursework or programs will permit an individual to obtain state licensure.

Note to all Pennsylvania residents: Walden University's teacher preparation program is approved by the Minnesota Professional Educator Licensing and Standards Board as leading to licensure.

Because this program is not reviewed by the Pennsylvania Department of Education, candidates are instructed to apply for Pennsylvania certification as out-of-state graduates of a teacher preparation program.

Note to all Washington residents: Eligibility for initial educator certification in Washington is based on completion of a state-approved educator preparation program. This program is approved in Minnesota and is authorized for field placements in Washington by the Professional Educators Standards Board. Even though you may be residing in Washington while in this program, your application for educator certification in Washington will be processed as an out-of-state application. Go to <https://www.k12.wa.us/certification/teacher-certificate/out-state-applicants-teachers> for more information. Teachers are advised to contact their individual school districts as to whether this program may qualify for teacher advancement.

Learning Outcomes

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

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

Degree Requirements

46 semester credits

Core courses (18 semester credits) Specialization courses (24 semester credits) Demonstration teaching (4 semester credits)

Field experience**: a minimum of 105 hours of classroom-based and virtual experiences in conjunction with coursework; 12 weeks of full-time demonstration teaching MAT courses

Portfolio

****Note:** In addition to Walden's general technical requirements, candidates must have access to technology (i.e., scanner or camera) that allows them to electronically submit signed documents verifying their field experience hours.

Curriculum

Core Courses (18 semester credits)

EDUC 6605 - Teacher as Lifelong Learner and Professional Educator (3 semester credits) EDUC 6606 - Today's Classroom and the Diverse Learner (3 semester credits)

EDUC 6607 - Effective Practices: Assessment, Teaching, and Learning (3 semester credits) EDUC 6608 - Classroom Management (3 semester credits)

EDUC 6649 - Seminar for Professional Educators (3 semester credits) EDUC 6688 - Action Research (3 semester credits)

Specialization Courses (24 semester credits)

EDUC 6209 - Collaboration to Support All Learners (3 semester credits) EDUC 6626 - Foundations of Special Education* (3 semester credits)

Students may take this as a non-degree course.

EDUC 6627 - Foundations of Literacy (3 semester credits)

EDUC 6628 - Individualizing Education Programs for Learners With Exceptionalities (3 semester credits)

EDUC 6636 - Characteristics of Learners With Exceptionalities (3 semester credits)

EDUC 6637 - Literacy Assessment and Intervention to Support Student Learning (3 semester credits)

EDUC 6638 - Behavior Management to Support Learners With Exceptionalities (3 semester credits) EDUC 6639 - Instructional Strategies for Learners With Exceptionalities (3 semester credits)

Demonstration Teaching (4 semester credits)

EDUC 6648 - Demonstration Teaching (4 semester credits)

Course Sequence

Candidates undertake courses in the following sequence.

Semester	Course	Credits
Semester 1	EDUC 6605 - Teacher as Lifelong Learner and Professional Educator	3 semester credits
	EDUC 6606 - Today's Classroom and the Diverse Learner	3 semester credits
Semester 2	EDUC 6627 - Foundations of Literacy	3 semester credits
	EDUC 6626 - Foundations of Special Education	3 semester credits
	EDUC 6628 - Individualizing Education Programs for Learners With Exceptionalities	3 semester credits
Semester 3	EDUC 6607 - Effective Practices: Assessment, Teaching, and Learning	3 semester credits
	EDUC 6608 - Classroom Management	3 semester credits
	EDUC 6636 - Characteristics of Learners With Exceptionalities	3 semester credits
Semester 4	EDUC 6637 - Literacy Assessment and Intervention to Support Student Learning	3 semester credits
	EDUC 6638 - Behavior Management to Support Learners With Exceptionalities	3 semester credits
	EDUC 6639 - Instructional Strategies for Learners With Exceptionalities	3 semester credits
Semester 5	EDUC 6209 - Collaboration to Support All Learners	3 semester credits
	EDUC 6688 - Action Research	3 semester credits
Semester 6	EDUC 6649 - Seminar for Professional Educators	3 semester credits
	EDUC 6648 - Demonstration Teaching	4 semester credits

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 (MAT) review the *Candidate Guidebook* and *Field Experience and Demonstration Teaching Handbook* to help them understand the guidelines and requirements of the program, including transition points and field experiences.

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

Education Specialist (EdS) in Educational Leadership and Administration (Principal Preparation) Program

Walden University's Education Specialist (EdS) in Educational Leadership and Administration (Principal Preparation) program is approved by the Minnesota Board of School Administrators as a principal preparation program that leads to P–12 Principal Licensure in Minnesota, as well as the Ohio Board of Regents as a principal preparation program that leads to Building Level Principal Licenses (grades PreK–6, grades 4–9, and grades 5–12). With curriculum aligned to key professional organizations such as the Interstate School Leaders Licensure Consortium, the National Policy Board for Educational Administration, the Ohio Board of Regents, 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.

Licensure

Walden is approved by the Minnesota Board of School Administrators and by the Ohio Department of Higher Education to offer a program leading to initial principal licensure. Candidates must select if they wish to pursue Minnesota or Ohio licensure requirements before the end of their first course in the program. All candidates must pass the required Ohio principal licensure exam (OAE 015 Educational Leadership Exam) in order to complete the program. Candidates seeking licensure in Minnesota or Ohio are responsible for completing any other Minnesota or Ohio requirements beyond Walden's

state-approved program. The Minnesota Board of School Administrators or the Ohio Department of Higher Education is solely responsible for reviewing applications and issuing licenses.

Individuals interested in licensure in states other than Minnesota or Ohio may qualify by virtue of completing a state-approved educator preparation program; however, individuals must review their state's regulations to ensure the program meets all requirements, paying particular attention to any requirements specific to out-of-state program completers. Individuals who reside in certain states may be ineligible to enroll in this program. Walden Enrollment Specialists can provide guidance on licensure questions however, it remains the individual's responsibility to understand and comply with all state licensure requirements. Walden makes no representation or guarantee that completion of Walden coursework or programs will permit an individual to obtain state licensure.

Learning Outcomes

All EdS graduates will be prepared to:

1. Apply discipline-specific knowledge to address issues in educational settings.
2. Apply evidence-based practices to address a problem within the academic and/or work environment and propose a solution.
3. Communicate information to a variety of stakeholders using oral and written formats.
4. Practice ethically as a professional in the field of education.
5. Collaborate with diverse stakeholders to promote continuous improvement in educational settings.
6. Advocate for social change to make a positive impact in educational settings.

In addition to the shared EdS learning outcomes above, Educational Leadership and Administration (Principal Preparation) graduates will be prepared to:

1. Lead initiatives that evaluate and improve instructional programs.
2. Effectively manage all personnel and provide ongoing evaluation and professional development in teaching and learning.
3. Create a strategic plan using a visioning process to be shared and supported by all stakeholders.
4. Use data to effectively manage the organization and resources for a safe, secure, and effective learning environment.
5. Address community interests and diverse needs through communicating and collaborating with internal and external publics.
6. Articulate the school's role within the broader political, social, economic, legal, and cultural context and respond effectively to changes that impact the school community.
7. Model democratic value systems, ethics, and moral leadership; support others to grow and develop as caring and informed citizens.

Degree Requirements

36 total semester credits

Foundation course (3 semester credits) Core courses (27 semester credits)

Field Experience* courses (6 semester credits) ePortfolio

***Note:** In addition to Walden's general technical requirements, candidates must have access to technology (i.e., scanner or camera) that allows them to electronically submit signed documents verifying their field experience hours.

Curriculum

Foundation Course (3 credits)

EDUC 7002 - Foundations: Educational Leadership and Administration (3 semester credits)

Core Courses (27 semester credits)

EDUC 7200 - Teaching and Learning for School Leaders (3 semester credits) EDUC 7201 - Communication and Collaboration for Leaders (3 semester credits)

EDUC 7202 - Ensuring Quality Education for Students With Diverse Needs (3 semester credits) EDUC 7203 - Policy and Law in School Organizations (3 semester credits)

EDUC 7204 - Using Data to Strengthen Schools (3 semester credits)

EDUC 7205 - Budgeting and Allocating Resources (3 semester credits)

EDUC 7206 - Creating Positive, Safe, and Effective Learning Environments (3 semester credits) EDUC 7207 - Leading Curriculum Initiatives: Literacy and Math (3 semester credits)

EDUC 7208 - Recruiting, Evaluating, and Retaining School Personnel (3 semester credits)

Field Experience Courses (6 semester credits) EDUC 7801 - Field Experience (1 sem credits)

EDUC 7802 - Field Experience (1 sem credits) EDUC 7803 - Field Experience (1 sem credits) EDUC 7804 - Field Experience (1 sem credits) EDUC 7805 - Field Experience (1 sem credits) EDUC 7806 - Field Experience (1 sem credits)

Course Sequence

Students undertake courses in the following sequence.

Semester	Course	Credits
Semester 1	EDUC 7002 - Foundations: Educational Leadership and Administration	3 semester credits
	EDUC 7200 - Teaching and Learning for School Leaders	3 semester credits
Semester	Course	Credits
Semester 2	EDUC 7201 - Communication and Collaboration for Leaders	3 semester credits

	EDUC 7202 - Ensuring Quality Education for Students With Diverse Needs	3 semester credits
	EDUC 7801 - Field Experience	1 semester credits
Semester 3	EDUC 7203 - Policy and Law in School Organizations	3 semester credits
	EDUC 7802 - Field Experience	1 semester credits
	EDUC 7204 - Using Data to Strengthen Schools	3 semester credits
	EDUC 7803 - Field Experience	1 semester credits
Semester 4	EDUC 7205 - Budgeting and Allocating Resources	3 semester credits
	EDUC 7804 - Field Experience	1 semester credits
	EDUC 7206 - Creating Positive, Safe, and Effective Learning Environments	3 semester credits
	EDUC 7805 - Field Experience	1 semester credits
Semester 5	EDUC 7207 - Leading Curriculum Initiatives: Literacy and Math	3 semester credits
	EDUC 7806 - Field Experience	1 semester credits
	EDUC 7208 - Recruiting, Evaluating, and Retaining School Personnel	3 semester credits

Handbooks

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

Candidates can access both handbooks (PDF) from their ePortfolio. 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.

BS in Early Childhood Studies

The BS in Early Childhood Studies (BS ECS) offers a strong foundation in child development and early childhood education with the purpose of guiding students in creating environments that are healthy, respectful, nurturing, and challenging for all children. Aligning with the standards of the National Association for the Education of Young Children (NAEYC), the BS ECS courses are crafted for students already involved in early childhood settings as well as those seeking to work with and advocate for young children. Studies focus on how to intentionally draw on child development knowledge to support positive outcomes for young children. Emphasis is placed on ways to develop respectful, responsive partnerships with families and work with socially, culturally, and linguistically diverse populations of young children and families, including those with exceptionalities. Students explore the vital role of social-emotional development and positive guidance in children's healthy development and learning. Through field experience, students gain guided practice and experience as they learn how play, creativity, and the content areas of language arts, social studies, math, and science can draw on and promote children's curiosity, individual interests, and positive attitudes toward learning. Throughout the entire program experience, students are challenged to continuously apply reflective and critical perspectives to professional practice that promotes advocacy and positive social change for young children, their families, and the early childhood field.

Note: The BS in Early Childhood Studies is *only offered* in Walden's competency-based education modality, Tempo Learning®, an alternative way of earning a Walden degree offered for some Walden programs. Instead of courses, the Walden Tempo Learning® program is comprised of competencies and rigorous assessments. Students progress through the Tempo Learning® model by successfully passing competency assessments. A student must successfully achieve or master all competency assessments to graduate from the program.

Note on Teacher Licensure or Certification

This program does not lead to teacher licensure or certification. Teachers are advised to contact their individual school districts as to whether this program may qualify for salary advancement.

Learning Outcomes

1. Promote environments that are healthy, respectful, supportive, and challenging for all children (birth–8).
2. Apply knowledge of child development to support positive outcomes for all children.
3. Develop respectful and responsive partnerships with families and communities to support the healthy development and learning of young children.
4. Differentiate practices to support a socially, culturally, and linguistically diverse population of young children and families, including those with exceptionalities.
5. Apply reflective, collaborative, and critical perspectives to professional practice that promote advocacy and social change.

Degree Requirements

180 total quarter credits

General education courses (45 credits) Core competencies (75 credits) Elective courses (55 credits)

Capstone competencies (5 credits)

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Curriculum

General Education Courses (45 credits)

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

Note: A minimum of 60 quarter credits must be completed at the 3000 or 4000 level in order to meet program requirements. In some cases, this means that students will need to select 3000- or 4000- level courses as either general education or elective options. Students should consult their student success advisor if they have questions about individual program requirements.

Core Competencies (75 credits)

EDUC 1005TL - Health and Safety for Young Children [Tempo Learning®-Specific Course] (5 credits)

HS1001 Nutrition and Young Children

Identify principles and concepts of healthy nutrition for young children. HS1002 Physical Health

Explain key concepts related to the physical health of young children.

HS1003 Physical Activity

Recommend developmentally appropriate strategies for promoting healthy physical activity for young children.

HS1004 Child Safety

Explain guidelines and procedures to ensure the safety of young children. HS1005 Mental Health

Explain key principles and concepts related to mental health in young children. HS1006 Promoting Wellness

Apply concepts related to the health and safety of young children to promote wellness in children and families.

EDUC 1101TL - Becoming an Early Childhood Professional [Tempo Learning®-Specific Course] (5 credits)

BP1001 Professional Roles and Responsibilities

Explain professional responsibilities, roles, and ethics that apply to the early childhood field. BP1002 Evolution of the Early Childhood Field

Identify historical milestones and contributions of theorists and practitioners to show understand the evolution of the early childhood field.

BP1003 Early Childhood Organizations

Explain how key organizations and resources inform the early childhood field. BP1004 Issues and Trends That Inform Professional Practice

Analyze current early childhood issues and trends to inform professional practice. BP1005 Identity as an Early Childhood Professional

Integrate critical perspectives to inform a personal identity as an early childhood professional.

EDUC 1102TL - Early Childhood Development [Tempo Learning®-Specific Course] (5 cr.)

ED1001 Child Development Concepts and Theories

Identify key concepts and theories in the field of child development. ED1002 Developmental Continuum: Prenatal to

Birth

• Explain the developmental continuum, prenatal to birth.

ED1003 Developmental Continuum: Infants and Toddlers Explain the developmental continuum of infants and toddlers.

ED1004 Developmental Continuum: Preschoolers

• Explain the developmental continuum of preschoolers. ED1005 Developmental Continuum: Ages 5–8

• Explain the developmental continuum of children ages 5–8. ED1006 Factors Influencing Child Development

• Explain factors that influence child development.

EDUC 2102TL - Children With Exceptionalities [Tempo Learning®-Specific Course] (5 credits) CE2001 Legal

Requirements for Children With Exceptionalities

• Identify legal requirements designed to support children with exceptionalities and their families. CE2002 Procedural

Requirements for Young Children With Exceptionalities

Identify procedural requirements for supporting children with exceptionalities and their families. CE2003 Characteristics

of Children With Exceptionalities

Describe characteristics of children with exceptionalities.

CE2004 Early Intervention

Explain the importance of early intervention for young children and families. CE2005 Special Education Services for

Children With Exceptionalities Ages 3–8

Explain characteristics of special education services and perspectives of parents/families of young children with exceptionalities ages 3–8.

CE2006 Issues and Trends

Explain issues and trends related to children with exceptionalities and their families. CE2007 Collaborating With Families and Other Professionals to Support Young Children

Analyze collaborative planning with the goal of supporting healthy development and learning for young children with exceptionalities.

EDUC 2403TL - Child, Family, and Community Relationships [Tempo Learning®-Specific Course] (5 credits)

FR2001 Theories Essential to Understanding Child, Family, and Community Relationships Identify human ecological, family systems, and socialization theories related to child and family development.

FR2002 Dynamic Influences on Children in Family and Community Contexts

Analyze dynamic influences on children in family and community contexts. FR2003 Family Relationships

Analyze strategies for fostering caring relationships with families. FR2004 Family and Community Engagement

Apply strategies that foster family and community engagement in supporting the healthy development and learning of young children.

EDUC 3013TL - Culturally Responsive Practice [Tempo Learning®-Specific Course] (5 credits)

CL3001 Culture as Context

Explain how culture provides a critical context for children's growth and development. CL3002 Policies That Support Culturally Responsive Early Childhood Settings

Analyze how current policy issues and trends impact early childhood settings and the diverse populations of children and family they serve.

GL3003 Culturally Responsive Curriculum

Apply principles of culturally responsive curriculum to promote development and learning in young children.

GL3004 Culturally Responsive Relationships

Recommend culturally responsive practices to promote supportive and respectful partnerships with families.

GL3005 Access, Equity, and Positive Social Change

Apply strategies to promote access, equity, and positive social change for young children, families, and early childhood professionals.

EDUC 3401TL - Social-Emotional Development and Positive Guidance [Tempo Learning®-Specific Course] (5 credits)

SD3001 The Social-Emotional Developmental Continuum

Explain the social-emotional developmental continuum for young children. SD3002 Foundations of Positive Guidance and Responsive Relationships

Explain key concepts related to positive guidance and responsive relationships that promote healthy child development and learning.

SD3003 Problem Solving in Early Childhood Settings

Apply positive guidance strategies to solve problems in early childhood settings. SD3004 Analyzing Positive Classroom Communities

Analyze positive classroom communities based on positive guidance and opportunities for healthy social-emotional development and learning.

SD3005 Factors That Can Impact Children's Social Emotional Development and Behavior Explain how factors can

influence children's social emotional development and behavior.

EDUC 3402TL - Effective Practices for Quality Programs Serving Young Children [Tempo Learning®-Specific Course]

(5 credits)

QP3001 Developmentally Appropriate Practice

Analyze how the National Association for the Education of Young Children “Principles of Developmentally Appropriate Practice” and effective family engagement principles inform quality programs and family partnerships.

QP3002 Standards of Quality

Explain the types and roles of standards that guide early childhood programs. QP3003 Effective Program Models

Explain effective pedagogical and organizational early childhood program models. QP3004 Effective Teaching and Leadership Practice in Early Childhood Programs Analyze effective teaching and leadership practices in early childhood programs.

EDUC 3403TL - Early Literacy [Tempo Learning®-Specific Course] (5 credits) EL3001 Early Literacy Concepts

Explain concepts related to early literacy skills for young children. EL3002 Promoting Early Literacy Among Infants and Toddlers

Explain signs of emergent literacy in infants and toddlers, and strategies for enhancing emergent literacy, while promoting positive dispositions toward reading and language learning. EL3003 Promoting Early Literacy Among Preschoolers

Explain signs of emergent literacy in preschoolers, and strategies for enhancing emergent literacy, while promoting positive dispositions toward reading and language learning.

EL3004 Promoting Early Literacy in K–3

Explain strategies for enhancing literacy development and positive dispositions toward reading and language learning in K–3 children.

EL3005 Children’s Literature

Evaluate the quality of children’s literature across multiple genres and quality read-aloud experiences to promote positive dispositions toward reading and language learning in young children.

EL3006 Technology, Early Literacy, and Young Children

Analyze issues and strategies related to appropriate use of technology to promote literacy learning in young children.

EDUC 3404TL - Observation, Assessment, and Planning [Tempo Learning®-Specific Course] (5 credits)

AY3001 Assessment for Young Children

Explain key concepts related to uses of assessment and screening to support young children's development and learning.

AY3002 Assessment Strategies and Methods

Analyze essential assessment strategies and methods used to support young children's development and learning.

AY3003 Observation and Analysis

Analyze assessment processes and data to support effective planning in early childhood settings.

AY3004 Assessment in the Classroom Context

Analyze strategies for using assessment as an ongoing practice to support learning for young children.

AY3005 Communication and Collaboration to Support Effective Assessment

Communicate and collaborate with families and other stakeholders to promote meaningful assessment practices.

EDUC 4019TL - Play, Creativity, and the Arts [Tempo Learning®-Specific Course] (5 credits)

PC4001 Key Concepts and Strategies Related to Play

Analyze concepts and strategies key to understanding the value of play and fostering play in young children.

RC4002 Key Concepts and Strategies Related to Creativity

Analyze concepts and strategies for fostering creativity in young children. PC4003 Young Children and the Creative Arts

Explain key concepts related to young children and the creative arts.

PC4004 Child-Centered Learning and Creativity

Analyze the role child-centered learning and creative teachers play in fostering children's creative thinking, creative skills, and creative arts expression.

EDUC 4120TL - Effective Practices for Infants and Toddlers [Tempo Learning®-Specific Course] (5 credits)

(This course requires 10 hours of field experience focused on developing and taking part in meaningful learning experiences for infants or toddlers in an early childhood setting.)

DI4001 Responsive Relationships With Infants, Toddlers, and Their Families

Explain approaches and strategies that foster healthy infant and toddler development through responsive and respectful relationships with infants, toddlers, and their families.

DI4002 The Role of Play in the Lives of Infants and Toddlers

Synthesize why fostering play is critical to healthy infant and toddler development.

DI4003 Routines and Transitions That Foster Healthy Development for Infants and Toddlers Evaluate effective routines and transitions in infant and toddler care and education settings. DI4004 Environments That Support Healthy Development and Learning for Infants and Toddlers Evaluate infant and toddler environments that support healthy development and learning.

DI4005 Meaningful Experiences With Infants and Toddlers

Develop respectful, supportive, and challenging experiences with infants and toddlers.

EDUC 4121TL - Meaningful Learning Experiences [Tempo Learning®-Specific Course] (10 credits)

(This course requires 20 hours of field experience focused on developing and taking part in meaningful learning experiences in a P–3 classroom setting.)

ML4001 Approaches to Meaningful Learning and Teaching

Analyze strategies, approaches, and curriculum models that support meaningful learning and teaching in P–3 classrooms.

ML4002 Child/Family Contexts to Support Meaningful Learning and Teaching

Analyze characteristics of communities, classrooms, families, and children to support meaningful learning and teaching.

ML4003 Knowledge of Content Areas and Meaningful Learning and Teaching

Apply knowledge of key concepts to inform planning of meaningful learning and teaching across content areas in P–3 classrooms.

ML4004 Meaningful Learning Experiences in P–3 Settings

Apply professional knowledge to design, implement, and evaluate meaningful learning experiences that support positive outcomes for all children in P–3 settings.

EDUC 4122TL - Learning and Teaching in Inclusive Early Childhood Settings [Tempo Learning®- Specific Course] (5 credits)

IP4001 Foundations of Inclusion

Explain foundational concepts related to high-quality inclusive early childhood programs. IP4002 Inclusive Practices in Early Care and Education Settings

Explain evidence-based strategies for inclusive practice to enhance the development and learning of young children.

IP4003 Environments That Support Quality Inclusion for Young Children

Explain components and practices of high-quality inclusive environments supportive of young children's access and participation.

IP4004 Partnerships That Support Children in Inclusive Early Childhood Programs

Explain strategies for partnering with families and other professionals to support inclusive experiences for young children.

IP4005 Supporting Inclusion Through Advocacy, Program Policy, and Evidence-Based Practice Apply evidence-based policies, practices, and advocacy strategies to support high-quality inclusive programming in early childhood settings.

Electives (55 credits)

Choose 11 courses from either General Education or other Walden bachelor's degree programs. At least one course (5 elective credits) must be at the 3000–4000 level. Elective credits should total 55 to meet the program requirements. Students may also be eligible to transfer previous credit to meet their elective requirements.

Capstone Competencies (5 credits)

EDUC 4220TL - Early Childhood Professionalism [Tempo Learning®-Specific Course] (5 credits) PL4001

Knowledgeable, Reflective, and Critical Perspectives on Early Childhood

Analyze early childhood knowledge, perspectives, roles, and identities. PL4002 Effective Interviewing Techniques for Early Childhood Professionals

Evaluate skills, strategies, and early childhood knowledge relevant to effective interview performances.

RL4003 Informed Advocacy in the Early Childhood Field

Develop research-based advocacy plans for current issues in the early childhood field to promote positive social change.

RL4004 Professional Development

Plan for personal and professional development to support meaningful contributions to young children's healthy development and learning.

MS in Developmental Psychology

The focus of this program is on analysis and application of the theories, methods, approaches, and principles of developmental psychology. The MS in Developmental Psychology and its specializations will include courses in developmental themes and theories; cognitive development; language acquisition; social and emotional development; family processes, peer influence, and relationships; the impact of digital media on development; international perspectives on development, gerontology, health behavior, administration and leadership; developmental psychopathology; behavior analysis; and the study of gender, culture, and human development. Students will be able to apply their knowledge of developmental psychology to promote positive social change in the lives of children, teens, adults, and the community.

Note on Licensure

The MS in Developmental Psychology is not a licensure-leading program and does not prepare an individual to become a licensed psychology or counseling professional.

Learning Outcomes

Upon completion of the MS in Developmental Psychology program, students will be able to:

1. Describe the theoretical foundations of developmental psychology.
2. Apply principles of developmental psychology in areas of cognitive, language, social and emotional functioning across the human development lifespan.
3. Interpret psychological theory and research related to developmental psychology.
4. Demonstrate the ability to apply principles of developmental psychology theory and research to real world educational, social, health, and other settings.
5. Describe developmental psychological research and practice from a multicultural and/or global perspective.
6. Promote positive social change through the application of developmental psychology theory, research, and practice to scholarly and/or professional activities that promote positive social change.

Degree Requirements

Total 48 quarter credits Foundations (3 quarter credits) Core courses (33 quarter credits)
Specialization courses (15 quarter credits) Capstone (5 quarter credits)
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Core Curriculum

Foundation Course (3 credits)

DPSY 6002 - Foundations for Graduate Study in Psychology (3 credits)

Core Courses (25 credits)

HLTH 6111 - Leadership and Organizational Change* (5 credits) Students may take this as a non-degree course.

DPSY 6215 - Lifespan Development (5 credits)

DPSY 6218 - Gender and Human Development (5 credits) DPSY 6121 - Development in the Digital Age* (5 credits)

Students may take this as a non-degree course.

RSCH 6110 - Research Theory, Design, and Methods (5 credits)

Specialization Courses (15 credits)

These courses are dependent upon the particular specialization. Please see the course list on each specialization page.

□ MS in Developmental Psychology (General Program)

The General specialization provides students with the maximum flexibility by allowing them to design a program that most closely matches their personal and professional goals. The program is completed by choosing any three specialization courses from among the MS in Developmental Psychology program's specializations. Students should complete the General Program if they want to pursue an area of interest that is not among the specializations currently offered.

Specialization Courses (15 credits)

DPSY 6114 - Language and Cognitive Development (5 credits)

DPSY 6217 - Social and Emotional Development (5 credits)

DPSY 6400 - Diversity in Child/Adolescent Development and Learning (5 credits)

OR

DPSY 6228 - International Perspectives on Human Development (5 credits)

□ Specialization in Administration and Leadership

Students can prepare themselves as leaders and administrators as they are working in the field of human development. Through this specialization students learn the theories and research on developmental psychology; they are equipped with the knowledge/skills needed in the areas of organizational behavior, leadership development, and consulting that they can apply in real life and professional fields dealing with human development. If students are working in the field of health services, social work, or any human services-related area, and want to receive a higher degree to advance their careers, this is the right specialization for them.

Specialization Courses (15 credits)

DPSY 6480 - Organizational Behavior (5 credits)

DPSY 6755 - Leadership and Leader Development (5 credits) DPSY 6214 - Consulting for Organizational Change (5 credits)

□ Specialization in Adult Development and Gerontology

In light of rapid increase in the older adult population in the USA, the focus of this specialization is on developmental aspects of adult life including aging, work, sexuality, and geriatric psychology.

Students can prepare themselves to apply the latest theories and research related to real life of adults, including aging, health and mental health issues, careers, and sexuality, and makes an impact on their lives and the students' careers.

Specialization Courses (15 credits)

DPSY 6224 - Psychology of Work (5 credits)

DPSY 6815 - Contemporary Gerontology and Geriatric Psychology (5 credits) DPSY 6361 - Human Sexuality (5 credits)

□ Specialization in Child and Adolescent Development

Students can prepare to advance their careers and help improve the lives of children and adolescents. In the Child and Adolescent Development specialization, they will learn to apply the latest theories and research on child development, abnormal psychology, behavior analysis, and health issues to promote the well-being of children and adolescents in schools, communities, and families. With its focus on practical approaches to real-world challenges facing children and adolescents, such as bullying and obesity, this specialization provides the tools students need to make an impact on their lives—as well as their careers.

Specialization Courses (15 credits)

DPSY 6719 - Developmental Psychopathology (5 credits)

DPSY 6400 - Diversity in Child/Adolescent Development and Learning (5 credits)

DPSY 6401 - Principles/Conceptual Foundations of Behavior Analysis for Children and Adolescents (5 credits)

□ Specialization in Health and Human Development

Health is an integral part of human development and, in this specialization, students prepare to apply the latest psychological research and theory in developmental psychology to real-world situations, such as in a healthcare setting or within the human/social services settings. In addition to learning about psychology of health and health behavior, students have the option of focusing on one specific area, such as children-adolescent health, women's health, or geriatric health.

Specialization Courses (15 credits)

DPSY 6745 - Health Psychology (5 credits)

DPSY 6242 - Changing Health Behavior: Theory and Practice (5 credits) DPSY 6573 - Child and Adolescent Health (5 credits)

OR

DPSY 6574 - Women's Health (5 credits)

OR

DPSY 6815 - Contemporary Gerontology and Geriatric Psychology (5 credits)

□ Specialization in International Perspectives

Understanding human development in this era of global crises is more important than ever. This specialization focuses on human development as it occurs and is interpreted in different parts of the world. The focus of this specialization is on how cultures impact human development, explains international perspectives on human development, and describes how current global crises such as terrorism, genocides, mass migration, refugee crises impact development, including health and mental health of global population under crises.

Specialization Courses (15 credits)

DPSY 6227 - Development in an Era of Global Crisis (5 credits)

DPSY 6228 - International Perspectives on Human Development (5 credits) DPSY 6701 - Culture and Psychology (5 credits)

- Self-Designed

Through this specialization students are provided with maximum flexibility by allowing them to design a program that most closely matches their personal and professional goals. Students will choose any three specialization courses from the MS in Developmental Psychology program.

Specialization Courses (15 credits)

Students may choose any three courses from specializations in the MS in Developmental Psychology program.

Capstone Course (5 credits)

DPSY 6393 - Capstone (5 credits)

Course Sequence

Students undertake courses in the following sequence.

Quarter	Course	Credits
Quarter 1	DPSY 6002 - Foundations for Graduate Study in Psychology	3 credits
	DPSY 6111 - Themes and Theories of Developmental Psychology	5 credits
Quarter 2	DPSY 6215 - Lifespan Development	5 credits
	DPSY 6218 - Gender and Human Development	5 credits
Quarter 3	DPSY 6121 - Development in the Digital Age	5 credits
	RSCH 6110 - Research Theory, Design, and Methods	5 credits
Quarter 4	Specialization Course 1	5 credits
	Specialization Course 2	5 credits
Quarter 5	Specialization Course 3	5 credits
	DPSY 6393 - Capstone	5 credits

MS in Early Childhood Studies

In this program, students gain the knowledge and leadership skills necessary for emerging roles in the field. The program allows students to deepen their understanding of child development and learning, and effective programs and practices, as well as explore current issues and trends.

Through field experience, students gain guided practice and experience as they learn how play, creativity, and the content areas of language arts, social studies, math, and science can draw on and promote children's curiosity, individual interests, and positive attitudes toward learning. Throughout the entire program experience, students will learn to become skillful communicators, team members, relationship-builders, and collaborators with families, colleagues, and agencies. Knowledge gained regarding equity and inclusion will help students to become advocates for social change in the field of early childhood.

Note: The MS in Early Childhood Studies program is offered in two different learning modalities: the course-based modality and the competency-based modality, Tempo Learning®.

Note on Teacher Licensure or Certification

This program does not lead to teacher licensure or certification. Teachers are advised to contact their individual school districts as to whether this program may qualify for salary advancement.

Learning Outcomes

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

1. Explain practices that promote healthy child development in diverse populations.
2. Evaluate inquiry-based child-centered practices that promote play, creativity, and individual growth, exploration and discovery.
3. Develop meaningful learning experiences that are responsive to the individual strengths and needs of children.
4. Analyze assessment processes used to promote positive outcomes for every child.
5. Analyze effective partnerships that foster children's healthy development and learning.
6. Analyze current research to inform best practices in early childhood education.
7. Evaluate one's professional growth as a leader and advocate in the early childhood field.
8. Create opportunities for positive social change as a leader and advocate within the field of early childhood.

Course-Based Program

Degree Requirements

30–36 total semester credits (30 semester credits General program; 36 semester credits Early Childhood Administration, Management, and Leadership specialization)

Core courses (27 semester credits)

Specialization courses (6 semester credits) Capstone (3 semester credits)

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Core Curriculum

Foundation Course (3 semester credits)

EDUC 6003 - Foundations of Early Childhood Professionalism* (3 semester credits) Students may take this as a non-degree course.

Core Courses (27 semester credits)

EDUC 6101 - The Developing Brain and the Young Child* (3 semester credits) Students may take this as a non-degree course.

EDUC 6102 - Family and Community Partnerships* (3 semester credits)

Students may take this as a non-degree course. EDUC 6103 - Play and Creativity* (3 semester credits)

Students may take this as a non-degree course.

EDUC 6104 - Engaging Environments (3 semester credits)

EDUC 6105 - Organizations, Innovation, and Change* (3 semester credits) Students may take this as a non-degree course.

EDUC 6106 - Meaningful Curriculum P-3* (3 semester credits) Students may take this as a non-degree course.

EDUC 6107 - Observation and Assessment 0-8 (3 semester credits)

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EDUC 6108 - Intentional and Responsive Practice in the Content Areas P-3* (3 semester credits) Students may take this as a non-degree course.

EDUC 6109 - Meaningful Learning Experiences: P-3 (3 semester credits)

Specialization Courses (6 semester credits)

These courses are dependent upon the particular specialization. Please see the course list on each specialization page.

▮ Specialization in Early Childhood Administration, Management, and Leadership

The Early Childhood Administration, Management, and Leadership specialization teaches educators the business and management skills needed to operate an early childhood business or program.

Educators develop knowledge of effective early learning environments, meaningful learning experiences, and research-based instructional strategies and learn how to apply this knowledge as a leader and advocate in the early childhood field.

Specialization Courses (6 semester credits)

EDUC 6110 - Effective Leadership for Early Childhood Settings* (3 semester credits) Students may take this as a non-degree course.

EDUC 6111 - Effective Management for Early Childhood Settings* (3 semester credits) Students may take this as a non-degree course.

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Specializations Not Currently Accepting New Students

□ Specialization in Administration, Management, and Leadership (not currently accepting new students)

This program is not currently accepting new students. Current students must complete their programs of study in accordance with Walden's Time-to-Degree Completion policies.

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

standards. Educators explore strategies for communicating effectively about a center and its programs with parents, families, and the larger community.

Learning Outcomes

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

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

Degree Requirements

33 total semester credits

♦ Foundation course (3 semester credits) Core courses (18 semester credits) Specialization courses (9 semester credits)
 ♦ Capstone (3 semester credits)

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 ♦ Specialization Courses (9 semester credits)

EDUC 6166 - Developing People and Leading Teams* (3 semester credits) Students may take this as a non-degree course.

EDUC 6167 - Budgeting and Allocating Resources* (3 semester credits) Students may take this as a non-degree course.

♦ EDUC 6168 - Planning and Managing Early Childhood Programs* (3 semester credits) Students may take this as a non-degree course.
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Course Sequence

The recommended course sequence is as follows:

Semester	Course	Credits
Semester 1	EDUC 6005 - Foundations: Early Childhood Studies	3 semester credits
	EDUC 6160 - Early Childhood Development	3 semester credits
Semester 2	EDUC 6161 - Effective Programs and Practices	3 semester credits
	EDUC 6162 - Issues and Trends in the Early Childhood Field	3 semester credits
Semester 3	EDUC 6163 - Building Research Competencies	3 semester credits
	EDUC 6164 - Perspectives on Diversity and Equity	3 semester credits
Semester 4	EDUC 6165 - Communicating and Collaborating in the Early Childhood Field	3 semester credits
	EDUC 6166 - Developing People and Leading Teams	3 semester credits
Semester 5	EDUC 6167 - Budgeting and Allocating Resources	3 semester credits
	EDUC 6168 - Planning and Managing Early Childhood Programs	3 semester credits

Semester 6	EDUC 6990 - Capstone: Practical Application in the Early Childhood Field	3 semester credits
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□ Specialization in Early Childhood Public Policy and Advocacy (not currently accepting new students)

This program is not currently accepting new students. Current students must complete their programs of study in accordance with Walden's Time-to-Degree Completion policies.

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

Degree Requirements

30 total semester credits

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 ♦ Foundation course (3 semester credits) Core courses (18 semester credits) Specialization courses (6 semester credits)
 ♦ Capstone (3 semester credits)

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 ♦ Specialization Courses (6 semester credits)

EDUC 6765 - Early Childhood Systems* (3 semester credits) Students may take this as a non-degree course.

EDUC 6766 - Tools for Policymakers and Advocates* (3 semester credits) Students may take this as a non-degree course. ♦
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Course Sequence

The recommended course sequence is as follows:

Semester	Course	Credits
Semester 1	EDUC 6005 - Foundations: Early Childhood Studies	3 semester credits
	EDUC 6160 - Early Childhood Development	3 semester credits
Semester 2	EDUC 6161 - Effective Programs and Practices	3 semester credits
	EDUC 6162 - Issues and Trends in the Early Childhood Field	3 semester credits
Semester 3	EDUC 6163 - Building Research Competencies	3 semester credits
	EDUC 6164 - Perspectives on Diversity and Equity	3 semester credits
Semester 4	EDUC 6165 - Communicating and Collaborating in the Early Childhood Field	3 semester credits
	EDUC 6765 - Early Childhood Systems	3 semester credits
Semester 5	EDUC 6766 - Tools for Policymakers and Advocates	3 semester credits

EDUC 6990 - Capstone: Practical Application in the Early Childhood Field	3 semester credits
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□ Specialization in Teaching Adults in the Early Childhood Studies Field (not currently accepting new students)

This program is not currently accepting new students. Current students must complete their programs of study in accordance with Walden's Time-to-Degree

Completion policies.

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

Degree Requirements

30 total semester credits

♦ Foundation course (3 semester credits) Core courses (18 semester credits) Specialization courses (6 semester credits)

Capstone (3 semester credits)

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♦ Specialization Courses (6 semester credits)

EDUC 6360 - How Adults Learn* (3 semester credits) Students may take this as a non-degree course.

EDUC 6361 - Instructional Strategies for Adult Learners* (3 semester credits) Students may take this as a non-degree course. ♦

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Course Sequence

The recommended course sequence is as follows:

Semester	Course	Credits
Semester 1	EDUC 6005 - Foundations: Early Childhood Studies	3 semester credits
	EDUC 6160 - Early Childhood Development	3 semester credits
Semester 2	EDUC 6161 - Effective Programs and Practices	3 semester credits
	EDUC 6162 - Issues and Trends in the Early Childhood Field	3 semester credits
Semester 3	EDUC 6163 - Building Research Competencies	3 semester credits
	EDUC 6164 - Perspectives on Diversity and Equity	3 semester credits
Semester 4	EDUC 6165 - Communicating and Collaborating in the Early Childhood Field	3 semester credits
	EDUC 6360 - How Adults Learn	3 semester credits
Semester 5	EDUC 6361 - Instructional Strategies for Adult Learners	3 semester credits

EDUC 6990 - Capstone: Practical Application in the Early Childhood Field	3 semester credits
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□ Specialization in Teaching and Diversity in Early Childhood Studies (not currently accepting new students)

This program is not currently accepting new students. Current students must complete their programs of study in accordance with Walden's Time-to-Degree Completion policies.

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

Learning Outcomes

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

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

Degree Requirements

30 total semester credits

♦ Foundation course (3 semester credits) Core courses (18 semester credits) Specialization courses (6 semester credits)

Capstone (3 semester credits)

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Specialization Courses (6 semester credits)

EDUC 6357 - Diversity, Development, and Learning* (3 semester credits) Students may take this as a non-degree course.

EDUC 6358 - Strategies for Working With Diverse Children* (3 semester credits) Students may take this as a non-degree course.

Course Sequence

The recommended course sequence is as follows:

Semester	Course	Credits
Semester 1	EDUC 6005 - Foundations: Early Childhood Studies	3 semester credits
	EDUC 6160 - Early Childhood Development	3 semester credits
Semester 2	EDUC 6161 - Effective Programs and Practices	3 semester credits
	EDUC 6162 - Issues and Trends in the Early Childhood Field	3 semester credits
Semester 3	EDUC 6163 - Building Research Competencies	3 semester credits
	EDUC 6164 - Perspectives on Diversity and Equity	3 semester credits
Semester 4	EDUC 6165 - Communicating and Collaborating in the Early Childhood Field	3 semester credits
	EDUC 6357 - Diversity, Development, and Learning	3 semester credits
Semester 5	EDUC 6358 - Strategies for Working With Diverse Children	3 semester credits
	EDUC 6990 - Capstone: Practical Application in the Early Childhood Field	3 semester credits

Capstone Course (3 semester credits)

EDUC 6918 - Capstone: Leadership and Advocacy in the Early Childhood Field (3 semester credits)

Course Sequence

The recommended course sequence is as follows:

Semester	Course	Credits
Semester 1	EDUC 6003 - Foundations of Early Childhood Professionalism	3 semester credits
	EDUC 6101 - The Developing Brain and the Young Child	3 semester credits
Semester 2	EDUC 6102 - Family and Community Partnerships	3 semester credits
	EDUC 6103 - Play and Creativity	3 semester credits
Semester 3	EDUC 6104 - Engaging Environments	3 semester credits
	EDUC 6106 - Meaningful Curriculum P-3	3 semester credits
Semester 4	EDUC 6107 - Observation and Assessment 0-8	3 semester credits
	EDUC 6108 - Intentional and Responsive Practice in the Content Areas P-3	3 semester credits

Semester	Course	Credits
Semester 5–6	EDUC 6109 - Meaningful Learning Experiences: P–3	3 semester credits
	Specialization Course	3 semester credits
	Specialization Course	3 semester credits
	EDUC 6918 - Capstone: Leadership and Advocacy in the Early Childhood Field	3 semester credits

Tempo Learning® Program

Tempo Learning® is Walden’s competency-based education modality, an alternative way of earning a Walden degree offered for some Walden programs. Instead of courses, the Walden Tempo Learning® program is comprised of competencies and rigorous assessments. Students progress through the Tempo Learning® model by successfully passing competency assessments. A student must successfully achieve or master all competency assessments to graduate from the program.

Students earn the same Walden degree whether they choose the course-based or the competency- based modality

Note on Teacher Licensure or Certification

This program does not lead to teacher licensure or certification. Teachers are advised to contact their individual school districts as to whether this program may qualify for salary advancement.

Degree Requirements

33 total semester credits

• Core competencies (21 semester credits) Specialization competencies (9 semester credits,) Capstone (3 semester credits)

• Core Curriculum

Core Competencies (21 semester credits)

EDUC 6005 - Foundations: Early Childhood Studies (3 semester credits)

EP001 – Use a Systems Perspective to Understand the “Whole Child”

Use ecological and family systems to understand the “whole child” and support positive outcomes for children.

RV001 – History and Evolution of the Early Childhood Field

Explain foundational research, history, and evolution of the early childhood field in the U.S. and globally.

RV002 – Roles, Responsibilities and Relationships of Early Childhood Professionals Examine roles, responsibilities, and relationships among early childhood professionals in various sectors/settings within the field.

RV003 – Leadership in the Early Childhood Field

Apply principles of effective leadership to address challenges and opportunities in the early childhood field.

EDUC 6160 - Early Childhood Development (3 semester credits)

CD001 – Theories of Childhood Development

Demonstrate an understanding of theories and concepts of child development. CD002 – Knowledge of the Child Development Continuum

Apply knowledge of the child development continuum to support healthy child development and learning.

CD003 – Culture and Language and Its Influence on Development

Explain how culture and language influence children’s behavior and development. CD004 – Supporting Children With Exceptionalities

Demonstrate an understanding of processes, laws, and resources to support the development of children with exceptionalities.

CD005 – Observing, Documenting, and Assessing Children

Evaluate multiple sources of information to assess individual children in order to plan developmentally appropriate practices that help children progress along the continuum.

EDUC 6161 - Effective Programs and Practices* (3 semester credits) CC001 – Engages Families and Communities

Use best practices to engage families and communities in early childhood programs. EP002 – Plan Developmentally

Appropriate Curriculum

Plan developmentally appropriate curriculum in alignment with professional standards.

EP004 – Evaluating Program Quality

Apply professional standards, guidelines, and tools to evaluate the quality of early childhood programs and identify areas in need of improvement.

Students may take this as a non-degree course.

EDUC 6162 - Issues and Trends in the Early Childhood Field* (3 semester credits)

EP003 – Resources and Support in Early Childhood

Identify funding sources and processes for obtaining funding to support early childhood programs and initiatives

RV004 – Impact of Current Issues & Trends On the Field

On the Field Analyze the implications of issues such as socio-economic conditions, changing demographics, brain research, and technology on child development and the early childhood field.

RV005 – Commitment to Lifelong Learning and Professionalism

Maintain professional currency related to early childhood policies, issues, and trends. RC004 – Research and Advocacy

Use research findings to advocate for children, families, and the early childhood profession. Students may take this as a non-degree course.

EDUC 6163 - Building Research Competencies* (3 semester credits)

RC001 – Foundations of Research

Explain key principles and concepts in early childhood research. RC002 – Research Methodologies

Apply research methodologies appropriate for specific research questions. RC003 – Evaluating Research

Evaluate the quality of early childhood research studies.

RC005 – Developing Research Proposals

Create research proposals to address questions in the early childhood field. Students may take this as a non-degree course.

EDUC 6164 - Perspectives on Diversity and Equity* (3 semester credits) CR001 – Culturally Responsive Practices

Recommend culturally responsive practices to promote supportive and respectful partnerships with families and positive outcomes for young children.

CR002 – Impact of Bias and Discrimination on Children, Families, and Communities Demonstrate an understanding of how bias and discrimination impact children, families, and communities.

CR003 – Access, Equity, and Promoting Change

Apply strategies to promote access, equity, and positive social change for young children, families, and the early childhood field.

Students may take this as a non-degree course.

EDUC 6165 - Communicating and Collaborating in the Early Childhood Field* (3 semester credits)

CC002 – Communicating and Collaborating with Colleagues

Use effective communication and collaboration strategies to develop professional learning communities and engage with colleagues and other professionals.

CC003 – Communicating and Collaborating with Families

Use communication and collaboration strategies necessary to build effective partnerships with diverse families.

CC004 – Communicating and Collaborating with Agencies and Government Officials

Use communication and collaboration strategies to advocate and work effectively with agencies and government officials.

Students may take this as a non-degree course.

Specialization Competencies (9 semester credits)

These competencies are dependent upon the particular specialization. Please see the competency list on each specialization page.

□ Specialization in Administration, Management, and Leadership

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

standards. Educators explore strategies for communicating effectively about a center and its programs with parents, families, and the larger community.

Specialization Competencies (9 semester credits)

EDUC 6166 - Developing People and Leading Teams* (3 semester credits)

LD001 – Ethical and Legal Considerations in Leadership: Apply ethical principles and legal requirements to managing and leading diverse individuals and teams.

LD002 – Leading and Developing Teams: Plan strategies for managing, leading, and developing teams in early childhood contexts.

LD003 – Organizational Culture: Analyze organizational culture in early childhood contexts and its impact on staff, children, and families.

LD004 – Recruiting, Developing, and Retaining Staff: Apply best practices for the recruitment, professional development, performance evaluation, and retention of diverse staff in early childhood contexts.

Students may take this as a non-degree course.

EDUC 6167 - Budgeting and Allocating Resources* (3 semester credits)

MP001 – Creating Grant Proposals: Create grant proposals to secure funding for an early childhood program.

MP003 – Allocating Resources to Effectively Manage Programs and Facilities: Use appropriate tools and strategies to budget for and allocate resources in support of early childhood programs and facilities.

MP004 – Creating Budgets: Create balanced budgets for early childhood programs. Students may take this as a non-degree course.

EDUC 6168 - Planning and Managing Early Childhood Programs* (3 semester credits)

LD005 – Effective Program Planning: Plan elements of effective early childhood programs including mission and vision statements, a family handbook, a plan for family and community involvement, and a design for the indoor and outdoor physical environment.

MP002 – Marketing in Early Childhood Programs: Apply effective strategies to market early childhood programs.

MP005 – Regulations in Early Childhood Settings: Identify state and federal regulations that apply to various early childhood settings. Students may take this as a non-degree course.

□ Specialization in Teaching and Learning in Early Childhood Settings

In this specialization, educators focus on teaching and learning at the preschool level by exploring developmentally appropriate practices. Building upon theories and types of play, educators examine the use of curriculum, assessment, and instruction in planning and implementing units, lessons, and assessments. After completing the coursework in this specialization, educators have the opportunity to improve their ability to meet the diverse needs of families and children, including children with special needs and English language learners.

Specialization Competencies (9 semester credits)

EDUC 6607 - Effective Practices: Assessment, Teaching, and Learning (3 semester credits) PR004 – Curriculum Models and Approaches for Preschool

PR005 – Types and Purposes of Developmentally Appropriate Assessment for Preschool PR006 – Assessment to Support Teaching and Learning in Preschool

EDUC 6684 - Play and Learning for the Preschool Child (3 semester credits) PR001 – Developmentally Appropriate Practice for Preschools

PR002 – Play and Learning for Preschoolers

PR003 – Preschool Environments that Support Developmentally Appropriate Teaching and Learning

EDUC 6686 - Teaching Across the Content Areas, P–3 (3 semester credits)

PR007 – Supporting Language and Literacy Development in the Preschool
Preschool Settings

PR008 – Teaching Science and Math in Preschool Settings

PR009 – Teaching the Arts, Social Science, and Health in Preschool Settings

Capstone Competency (3 semester credits)

EDUC 6960 - Capstone: Master's Project (3 semester credits) CP001 – Apply Professional Knowledge and Skills

Synthesize and apply knowledge and skills to address real-world issues or needs in the early

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MS in Education

“Walden has truly opened my eyes to so many different teaching methods. Thanks to the strategies I learned at Walden, I’ve experienced a shift from “lecturer” to more of a student-driven, partnership approach in my classroom. And my students are absolutely blossoming because of it.”

Deborah Fogg, MEd Graduate, 2009 New Hampshire Teacher of the Year

Walden’s fully online MS 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

Note on Teacher Licensure or Certification

The only MS in Education specialization offered by Walden that is state-approved as leading to any educational license or certification is the MS in Education, Educational Leadership and Administration (Principal Licensure Program), which has been approved in Ohio for leading to Building Level Principal Licensure (grades preK–6, grades 4–9, and grades 5–12). No other MS in Education specialization will lead to teacher licensure or certification. Teachers are advised to contact their individual school districts as to whether this program may qualify for salary advancement.

Degree Requirements

Degree requirements are dependent upon the particular specialization. Please see each specialization page for more details.

Classroom access is strongly recommended for students enrolled in this master’s degree

program. Educators who do not have such access must find a student or group of students to work with when asked to apply their new knowledge and reflect on the results. Students without classroom access will not be given alternative assignments.

Curriculum

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

Specializations

□ Curriculum, Instruction, and Assessment (Grades K– 12) and Accelerated Curriculum, Instruction, and Assessment (Grades K– 12)

This specialization is informed by the Middle Childhood Generalist and Early Adolescent Generalist standards set forth by the National Board for Professional Teaching Standards and various content area professional societies. It supports the critical premise that all children can learn—regardless of socioeconomic conditions, ethnicity, or learning differences.

Educators need to respond effectively to their students' diverse learning needs and provide authentic, differentiated learning experiences that help students master the multidimensional skills required for success in the 21st century. In this program, educators apply evidence-based and reflective practices to make informed decisions that positively impact student learning. They also design standards-based curriculum, instruction, and assessments that will help ensure that all students learn and achieve at the highest levels possible.

Note on Teacher Licensure or Certification

This program does not lead to an endorsement, certification, or licensure. 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.

The graduate degree program and coursework within the program you are enrolling may be accepted by many states toward upgrading or renewing a license or obtaining a salary increase (depending on state or district policy). Teachers must contact their school districts as to whether this program may qualify for salary advancement. Walden enrollment specialists can provide guidance on program requirements; however, it remains the individual's responsibility to understand and comply with all state and school district requirements.

Learning Outcomes

The Program Learning Outcomes are aligned with Walden Outcomes.

Walden University's CIA program strives to produce graduates with the knowledge, skills, and abilities to:

1. Demonstrate the ability to help students learn to respect and appreciate individual and group differences through the use of lessons and behaviors.
2. Use a variety of approaches to help students build knowledge and strengthen understanding.

Degree Requirements

30 total semester credits

♦ Core courses (15 semester credits) Specialization courses (15 semester credits)

♦

Specialization Curriculum

Core Courses (15 semester credits)

EDUC 6610 - Teacher as Professional* (3 semester credits) Students may take this as a non-degree course.

EDUC 6650 - Enhancing Learning for Diverse Populations* (3 semester credits) Students may take this as a non-degree course. ♦

♦ OR for students in Accelerated Program

EDUC 6616 - Enhancing Learning for Diverse Populations (Accelerating)* (3 semester credits) Students may take this as a non-degree course.

EDUC 6657 - Creating an Effective Classroom Learning Environment* (3 semester credits) Students may take this as a non-degree course.

♦ OR for students in Accelerated Program

EDUC 6604 - Creating an Effective Classroom Learning Environment (Accelerating)* (3 semester credits)

♦ Students may take this as a non-degree course.

EDUC 6674 - Designing Curriculum, Instruction, and Assessment for Students With Special Needs* (3 semester credits)

♦ Students may take this as a non-degree course.

OR for students in Accelerated Program

EDUC 6619 - Designing Curriculum, Instruction, and Assessment for Students with Special Needs (Accelerating)* (3 semester credits)

Students may take this as a non-degree course.

EDUC 6733 - Action Research for Educators* (3 semester credits) Students may take this as a non-degree course.

Specialization Courses (15 semester credits)

EDUC 6625 - Habits of Mind: Thinking Skills to Promote Self-Directed Learning* (3 semester credits)

Students may take this as a non-degree course.

OR for students in Accelerated Program

EDUC 6735 - Habits of Mind: Thinking Skills to Promote Self-Directed Learning (Accelerating) (3 semester credits)

EDUC 6651 - Teacher Leadership in the Classroom: Increasing Learning and Achievement* (3 semester credits)

Students may take this as a non-degree course.

EDUC 6730 - Curriculum Design for Learning* (3 semester credits) Students may take this as a non-degree course.

EDUC 6731 - Assessment for Student Learning* (3 semester credits) Students may take this as a non-degree course.

EDUC 6732 - Differentiated Instruction* (3 semester credits) Students may take this as a non-degree course.

OR for students in Accelerated Program

EDUC 6734 - Differentiated Instruction (Accelerating) (3 semester credits)

Course Sequence

The recommended course sequence is as follows:

Course	Credits
EDUC 6610 - Teacher as Professional	3 semester credits
EDUC 6730 - Curriculum Design for Learning	3 semester credits
EDUC 6651 - Teacher Leadership in the Classroom: Increasing Learning and Achievement	3 semester credits
Course	Credits
EDUC 6650 - Enhancing Learning for Diverse Populations	3 semester credits
EDUC 6731 - Assessment for Student Learning	3 semester

	credits
EDUC 6657 - Creating an Effective Classroom Learning Environment	3 semester credits
EDUC 6732 - Differentiated Instruction	3 semester credits
EDUC 6674 - Designing Curriculum, Instruction, and Assessment for Students With Special Needs	3 semester credits
EDUC 6625 - Habits of Mind: Thinking Skills to Promote Self-Directed Learning	3 semester credits
EDUC 6733 - Action Research for Educators	3 semester credits

Accelerated Curriculum, Instruction, and Assessment (K-12) Course Sequence

The recommended course sequence is as follows:

Course	Credits
EDUC 6610 - Teacher as Professional	3 semester credits
EDUC 6730 - Curriculum Design for Learning	3 semester credits
EDUC 6651 - Teacher Leadership in the Classroom: Increasing Learning and Achievement	3 semester credits
EDUC 6616 - Enhancing Learning for Diverse Populations (Accelerating)	3 semester credits
EDUC 6731 - Assessment for Student Learning	3 semester credits
EDUC 6604 - Creating an Effective Classroom Learning Environment (Accelerating)	3 semester credits
EDUC 6734 - Differentiated Instruction (Accelerating)	3 semester credits
EDUC 6735 - Habits of Mind: Thinking Skills to Promote Self-Directed Learning (Accelerating)	3 semester credits
EDUC 6619 - Designing Curriculum, Instruction, and Assessment for Students with Special Needs (Accelerating)	3 semester credits
EDUC 6733 - Action Research for Educators	3 semester credits

	credits
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□ Educational Leadership and Administration (International – Non-Licensure)

This specialization prepares educators living outside the U.S. to become school leaders in diverse year 1–12 settings. Grounded in research and best practices, this scholar-practitioner program helps international educators develop the professional skills and dispositions needed to lead curriculum initiatives, improve instructional effectiveness, and positively impact year 1–12 student outcomes.

Courses explore effective communication and leadership practices; school governance and management; budgeting and resource management; and human resource practices for hiring, evaluating, and motivating qualified staff. The program teaches strategies on how to build effective curriculum and lead; meet diverse student needs; and create positive, safe learning environments. Educators set goals via an individual learning plan, then document accomplishments and classroom observations through an online portfolio.

Note on Licensure

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

Learning Outcomes

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

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

Degree Requirements

30 total semester credits

◆ Foundation course (3 semester credits) Core courses (27 semester credits) Minimum 5 semesters enrollment

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◆
◆ Specialization Curriculum

◆ Foundation Course (3 semester credits)

EDUC 6002 - Foundations: Educational Leadership and Administration (3 semester credits)

Core Courses (27 semester credits)

EDUC 6200 - Teaching and Learning for School Leaders (3 semester credits) EDUC 6201 - Communication and Collaboration for Leaders (3 semester credits)

EDUC 6202 - Ensuring Quality Education for Students With Diverse Needs (3 semester credits) EDUC 6203 - Policy and Law in School Organizations (3 semester credits)

EDUC 6204 - Using Data to Strengthen Schools (3 semester credits) EDUC 6205 - Budgeting and Allocating Resources (3 semester credits)

EDUC 6206 - Creating Positive, Safe, and Effective Learning Environments (3 semester credits) EDUC 6207 - Leading Curriculum Initiatives: Literacy and Math (3 semester credits)

EDUC 6208 - Recruiting, Evaluating, and Retaining School Personnel (3 semester credits)

Course Sequence

The recommended course sequence is as follows:

Semester	Course	Credits
Semester 1	EDUC 6002 - Foundations: Educational Leadership and Administration	3 semester credits
	EDUC 6200 - Teaching and Learning for School Leaders	3 semester credits
Semester 2	EDUC 6201 - Communication and Collaboration for Leaders	3 semester credits
	EDUC 6202 - Ensuring Quality Education for Students With Diverse Needs	3 semester credits
Semester 3	EDUC 6203 - Policy and Law in School Organizations	3 semester credits
	EDUC 6204 - Using Data to Strengthen Schools	3 semester credits
Semester 4	EDUC 6205 - Budgeting and Allocating Resources	3 semester credits
	EDUC 6206 - Creating Positive, Safe, and Effective Learning Environments	3 semester credits
Semester 5	EDUC 6207 - Leading Curriculum Initiatives: Literacy and Math	3 semester credits
	EDUC 6208 - Recruiting, Evaluating, and Retaining School Personnel	3 semester credits

□ Educational Leadership and Administration (Principal Preparation - Licensure)

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

Licensure

Walden is approved by the Ohio Department of Higher Education to offer a program leading to initial principal licensure. All candidates must pass the required Ohio principal licensure exam (OAE 015 Educational Leadership Exam) in order to complete the program. Candidates seeking licensure in Ohio are responsible for completing any other Ohio requirements beyond Walden’s state-approved program. The Ohio Department of Higher Education is solely responsible for reviewing applications and issuing licenses.

Individuals interested in licensure in states other than Ohio may qualify by virtue of completing a state-approved educator preparation program; however, individuals must review their state’s regulations to ensure the program meets all requirements, paying particular attention to any requirements specific to out-of-state program completers. Individuals who reside in certain states may be ineligible to enroll in this program. Walden Enrollment Specialists can provide guidance on licensure questions; however, it remains the individual’s responsibility to understand and comply with all state licensure requirements. Walden makes no representation or guarantee that completion of Walden coursework or programs will permit an individual to obtain state licensure.

For Minnesota Residents Only: Students who wish to pursue licensure as an educational leader who reside in Minnesota are not eligible for admission into the MS in Education, Educational Leadership and Administration (Principal Licensure Program), but should instead enroll in the EdS – Educational Leadership and Administration (Principal Licensure Program) that is approved by the Minnesota Board of School Administrators to meet requirements for eligibility for licensure as a school principal in Minnesota.

Learning Outcomes

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

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

Degree Requirements

36 total semester credits

♦ Foundation course (3 semester credits) Core courses (27 semester credits)

♦ Field Experience courses (6 semester credits)

♦ Minimum 5 semesters enrollment

****Note:** In addition to Walden's general technical requirements, candidates must have access to technology (i.e., scanner or camera) that allows them to electronically submit signed documents verifying their field experience hours.

Specialization Curriculum

Foundation Course (3 semester credits)

EDUC 6002 - Foundations: Educational Leadership and Administration (3 semester credits)

Core Courses (27 semester credits)

EDUC 6200 - Teaching and Learning for School Leaders (3 semester credits) EDUC 6201 - Communication and Collaboration for Leaders (3 semester credits)

EDUC 6202 - Ensuring Quality Education for Students With Diverse Needs (3 semester credits) EDUC 6203 - Policy and Law in School Organizations (3 semester credits)

EDUC 6204 - Using Data to Strengthen Schools (3 semester credits) EDUC 6205 - Budgeting and Allocating Resources (3 semester credits)

EDUC 6206 - Creating Positive, Safe, and Effective Learning Environments (3 semester credits) EDUC 6207 - Leading Curriculum Initiatives: Literacy and Math (3 semester credits)

EDUC 6208 - Recruiting, Evaluating, and Retaining School Personnel (3 semester credits)

Field Experience Courses (6 semester credits) EDUC 6801 - Field Experience (1 sem credits)

EDUC 6802 - Field Experience (1 sem credits) EDUC 6803 - Field Experience (1 sem credits) EDUC 6804 - Field Experience (1 sem credits) EDUC 6805 - Field Experience (1 sem credits) EDUC 6806 - Field Experience (1 sem credits)

Course Sequence

Students undertake courses in the following sequence

Semester	Course	Credits
Semester 1	EDUC 6002 - Foundations: Educational Leadership and Administration	3 semester credits
	EDUC 6200 - Teaching and Learning for School Leaders	3 semester credits
Semester 2	EDUC 6201 - Communication and Collaboration for Leaders	3 semester credits
	EDUC 6202 - Ensuring Quality Education for Students With Diverse Needs	3 semester credits
	EDUC 6801 - Field Experience	1 semester credits
Semester 3	EDUC 6203 - Policy and Law in School Organizations	3 semester credits
	EDUC 6802 - Field Experience	1 semester credits
	EDUC 6204 - Using Data to Strengthen Schools	3 semester credits
	EDUC 6803 - Field Experience	1 semester credits

Semester 4	EDUC 6205 - Budgeting and Allocating Resources	3 semester credits
	EDUC 6804 - Field Experience	1 semester credits
	EDUC 6206 - Creating Positive, Safe, and Effective Learning Environments	3 semester credits
	EDUC 6805 - Field Experience	1 semester credits
Semester	Course	Credits
Semester 5	EDUC 6207 - Leading Curriculum Initiatives: Literacy and Math	3 semester credits
	EDUC 6806 - Field Experience	1 semester credits
	EDUC 6208 - Recruiting, Evaluating, and Retaining School Personnel	3 semester credits

Handbooks

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

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

□ Elementary Education (12-Month, 16-Month, and 20-Month Options)

Educators have the opportunity to study data-driven and research-backed techniques for building fundamental skills in their elementary-aged students in this 30-semester-credit specialization.

Content focuses on developing critical literacy, mathematical, and STEM skills in students to enable them to develop critical thinking skills and tackle everyday challenges. Emphasis on practical strategies includes the following:

- Implementing research-based practices in key areas of reading instruction. Employing technology to promote higher levels of engagement and learning.

- Adopting data-driven practices to identify areas of need, monitor student progress, and inform instruction.

- Applying proven strategies to ensure students learn critical math content and skills. Improving students' analytical and problem-solving skills.

Each course is 4 weeks in length, and students take up to three courses at once.

Note on Teacher Licensure or Certification

*The MS in Education with a specialization in Elementary Education (12-Month Option, Non- Licensure) does not lead to an endorsement, certification, or licensure. 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.

Learning Outcomes

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

1. Apply research-based instructional practices to help students in grades PK-6 achieve Common Core State Standards and other state standards.
2. Evaluate reading and literacy development of all students in grades PK-6 including linguistically, culturally, and academically diverse learners.
3. Apply literacy assessment data appropriately to inform reading and literacy instruction in grades PK-6.
4. Utilize a variety of manipulative materials and emerging technological resources in the grades K-6 classroom to incorporate the National Council of Teachers of Mathematics (NCTM) Process Standards and the Common Core State Standards for Mathematical Practice into teaching and learning.
5. Apply strategies to help students in grades K-6 diagnose misconceptions, solve problems successfully, and develop mathematical habits of mind.
6. Engage students successfully in developmentally appropriate inquiries that require them to develop concepts and relationships from their observations, data, and inferences in a scientific manner.

Degree Requirements

30 total semester credits

• Core courses (15 semester credits) Specialization courses (6 semester credits) Elective courses (9 semester credits)

• Specialization Curriculum

Core Courses (15 semester credits)

MSED 6010 - The Passion to Teach (1 semester credits)

MSED 6015 - Communicating Professionally (1 semester credits) MSED 6020 - Planning for Professional Growth (1 semester credits)

MSED 6025 - Exploring Diversity in the Learning Environment (1 semester credits)

MSED 6030 - Meeting the Needs of Diverse Learners (1 semester credits) MSED 6035 - Teachers as Social Change Agents* (1 semester credits)

Students may take this as a non-degree course.

MSED 6115 - Designing Engaging Instruction* (1 semester credits) Students may take this as a non-degree course.

MSED 6120 - Enriching Learning With Technology* (1 semester credits) Students may take this as a non-degree course.

MSED 6125 - Differentiating by Design* (1 semester credits) Students may take this as a non-degree course.

MSED 6130 - Increasing Student Engagement* (1 semester credits) Students may take this as a non-degree course.

MSED 6135 - Effective Behavioral Interventions* (1 semester credits) Students may take this as a non-degree course.

MSED 6140 - Designing Data-Driven Instruction* (1 semester credits) Students may take this as a non-degree course.

MSED 6901 - Capstone I: Defining the Action Research Question (1 semester credits) MSED 6902 - Capstone II: Planning for Action Research (1 semester credits)

MSED 6903 - Capstone III: Reporting on Action Research (1 semester credits)

Specialization Courses (6 semester credits)

MSED 6150 - Implementing a STEM Approach* (1 semester credits) Students may take this as a non-degree course.

MSED 6185 - Literacy in the Primary Grades (P–3)* (1 semester credits) Students may take this as a non-degree course. ♦

MSED 6190 - Literacy Growth in Grades 4–6* (1 semester credits) Students may take this as a non-degree course.

MSED 6195 - Reading Interventions* (1 semester credits) Students may take this as a non-degree course.

MSED 6200 - Developing Cognitively Demanding Mathematical Tasks* (1 semester credits)

Students may take this as a non-degree course.

MSED 6205 - Orchestrating Mathematical Discourse* (1 semester credits) Students may take this as a non-degree course.

Electives (9 semester credits)

Students undertake the following courses as required elective credit.

MSED 6110 - The Collaborative Educator* (1 semester credits) Students may take this as a non-degree course.

MSED 6145 - Inquiry-Based Teaching and Learning* (1 semester credits) Students may take this as a non-degree course.

MSED 6155 - Fluencies for the Digital Generation* (1 semester credits) Students may take this as a non-degree course.

MSED 6160 - Understanding English Language Learners* (1 semester credits) Students may take this as a non-degree course.

MSED 6165 - Teaching English Language Learners* (1 semester credits) Students may take this as a non-degree course.

MSED 6170 - Advocacy in Education* (1 semester credits) Students may take this as a non-degree course.

MSED 6175 - The Ethical Teacher–Leader* (1 semester credits) Students may take this as a non-degree course.

MSED 6180 - The Trauma-Informed Educator* (1 semester credits) Students may take this as a non-degree course.

MSED 6210 - Developing Resilient Learners* (1 semester credits) Students may take this as a non-degree course.

12-Month Option Course Sequence

While the MS in Education 1-credit, 12-month option is designed to be completed in 12 months, time to completion varies by student, depending on individual progress and credits transferred, if applicable. For a personalized estimate of time to completion, call an enrollment specialist at 1-866- 492-5336.

The recommended course sequence is as follows:

Semester	Course	Credits
Semester 1	MSED 6010 - The Passion to Teach	1 semester credits
	MSED 6025 - Exploring Diversity in the Learning Environment	1 semester credits
	MSED 6160 - Understanding English Language Learners	1 semester credits
	MSED 6035 - Teachers as Social Change Agents	1 semester credits
	MSED 6015 - Communicating Professionally	1 semester credits
	MSED 6155 - Fluencies for the Digital Generation	1 semester credits
	MSED 6150 - Implementing a STEM Approach	1 semester credits
	MSED 6125 - Differentiating by Design	1 semester credits
	MSED 6020 - Planning for Professional Growth	1 semester credits
	MSED 6185 - Literacy in the Primary Grades (P–3)	1 semester credits
	Semester 2	MSED 6130 - Increasing Student Engagement
MSED 6135 - Effective Behavioral Interventions		1 semester credits
MSED 6170 - Advocacy in Education		1 semester credits
MSED 6115 - Designing Engaging Instruction		1 semester credits
MSED 6110 - The Collaborative Educator		1 semester credits
MSED 6190 - Literacy Growth in Grades 4–6		1 semester credits
MSED 6901 - Capstone I: Defining the Action Research Question		1 semester credits
MSED 6140 - Designing Data-Driven Instruction		1 semester credits
MSED 6145 - Inquiry-Based Teaching and Learning		1 semester credits

		credits
	MSED 6200 - Developing Cognitively Demanding Mathematical Tasks	1 semester credits
Semester 3	MSED 6902 - Capstone II: Planning for Action Research	1 semester credits
	MSED 6175 - The Ethical Teacher–Leader	1 semester credits
	MSED 6030 - Meeting the Needs of Diverse Learners	1 semester credits
	MSED 6120 - Enriching Learning With Technology	1 semester credits
	MSED 6210 - Developing Resilient Learners	1 semester credits
	MSED 6195 - Reading Interventions	1 semester credits
	MSED 6180 - The Trauma-Informed Educator	1 semester credits
	MSED 6165 - Teaching English Language Learners	1 semester credits
	MSED 6903 - Capstone III: Reporting on Action Research	1 semester credits
	MSED 6205 - Orchestrating Mathematical Discourse	1 semester credits

16-Month Option Course Sequence

While the MS in Education with a specialization in Elementary Education 1-credit, 16-month option is designed to be completed in 16 months, time to completion varies by student, depending on individual progress and credits transferred, if applicable. For a personalized estimate of time to completion, call an enrollment specialist at 1-866-492-5336.

The recommended course sequence is as follows:

Semester	Course	Credits
Semester 1	MSED 6010 - The Passion to Teach	1 semester credits
	MSED 6025 - Exploring Diversity in the Learning Environment	1 semester credits
	MSED 6015 - Communicating Professionally	1 semester credits
	MSED 6035 - Teachers as Social Change Agents	1 semester credits
	MSED 6125 - Differentiating by Design	1 semester credits
	MSED 6150 - Implementing a STEM Approach	1 semester credits
	MSED 6185 - Literacy in the Primary Grades (P–3)	1 semester credits
	MSED 6020 - Planning for Professional Growth	1 semester credits
	Semester 2	MSED 6130 - Increasing Student Engagement
MSED 6135 - Effective Behavioral Interventions		1 semester credits
MSED 6170 - Advocacy in Education		1 semester credits
MSED 6115 - Designing Engaging Instruction		1 semester credits
MSED 6901 - Capstone I: Defining the Action Research Question		1 semester credits
MSED 6140 - Designing Data-Driven Instruction		1 semester credits
MSED 6030 - Meeting the Needs of Diverse Learners		1 semester credits
MSED 6145 - Inquiry-Based Teaching and Learning		1 semester credits
Semester 3		MSED 6175 - The Ethical Teacher–Leader
	MSED 6190 - Literacy Growth in Grades 4–6	1 semester credits
	MSED 6120 - Enriching Learning With Technology	1 semester credits

		credits
	MSED 6200 - Developing Cognitively Demanding Mathematical Tasks	1 semester credits
	MSED 6902 - Capstone II: Planning for Action Research	1 semester credits
	MSED 6180 - The Trauma-Informed Educator	1 semester credits
	MSED 6205 - Orchestrating Mathematical Discourse	1 semester credits
	MSED 6160 - Understanding English Language Learners	1 semester credits
Semester 4	MSED 6155 - Fluencies for the Digital Generation	1 semester credits
	MSED 6165 - Teaching English Language Learners	1 semester credits
	MSED 6110 - The Collaborative Educator	1 semester credits
	MSED 6210 - Developing Resilient Learners	1 semester credits
	MSED 6195 - Reading Interventions	1 semester credits
	MSED 6903 - Capstone III: Reporting on Action Research	1 semester credits

20-Month Option Course Sequence

While the MS in Education with a specialization in Elementary Education 1-credit, 20-month option is designed to be completed in 20 months, time to completion varies by student, depending on individual progress and credits transferred, if applicable. For a personalized estimate of time to completion, call an enrollment specialist at 1-866-492-5336.

The recommended course sequence is as follows:

Semester	Course	Credits
Semester 1	MSED 6010 - The Passion to Teach	1 semester credits
	MSED 6015 - Communicating Professionally	1 semester credits
	MSED 6035 - Teachers as Social Change Agents	1 semester credits

	MSED 6125 - Differentiating by Design	1 semester credits
	MSED 6150 - Implementing a STEM Approach	1 semester credits
	MSED 6020 - Planning for Professional Growth	1 semester credits
Semester	Course	Credits
Semester 2	MSED 6025 - Exploring Diversity in the Learning Environment	1 semester credits
	MSED 6160 - Understanding English Language Learners	1 semester credits
	MSED 6115 - Designing Engaging Instruction	1 semester credits
	MSED 6901 - Capstone I: Defining the Action Research Question	1 semester credits
	MSED 6190 - Literacy Growth in Grades 4–6	1 semester credits
	MSED 6030 - Meeting the Needs of Diverse Learners	1 semester credits
Semester 3	MSED 6130 - Increasing Student Engagement	1 semester credits
	MSED 6185 - Literacy in the Primary Grades (P–3)	1 semester credits
	MSED 6170 - Advocacy in Education	1 semester credits
	MSED 6155 - Fluencies for the Digital Generation	1 semester credits
	MSED 6195 - Reading Interventions	1 semester credits
	MSED 6205 - Orchestrating Mathematical Discourse	1 semester credits
Semester 4	MSED 6135 - Effective Behavioral Interventions	1 semester credits
	MSED 6110 - The Collaborative Educator	1 semester credits
	MSED 6120 - Enriching Learning With Technology	1 semester credits
	MSED 6902 - Capstone II: Planning for Action Research	1 semester credits

		credits
	MSED 6140 - Designing Data-Driven Instruction	1 semester credits
	MSED 6145 - Inquiry-Based Teaching and Learning	1 semester credits
Semester 5	MSED 6175 - The Ethical Teacher–Leader	1 semester credits
	MSED 6200 - Developing Cognitively Demanding Mathematical Tasks	1 semester credits
	MSED 6210 - Developing Resilient Learners	1 semester credits
	MSED 6180 - The Trauma-Informed Educator	1 semester credits
	MSED 6165 - Teaching English Language Learners	1 semester credits
	MSED 6903 - Capstone III: Reporting on Action Research	1 semester credits

□ Elementary Reading and Literacy (P–6) and Accelerated Elementary Reading and Literacy (P–6)

Designed by national experts in the field, this 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. The curriculum also addresses teaching digital literacy, managing classroom literacy programs, and effectively engaging students to promote lifelong literacy.

Note: This program does not lead to an endorsement, certification, or licensure. 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.

The graduate degree program and coursework within the program you are enrolling may be accepted by many states toward upgrading or renewing a license or obtaining a salary increase (depending on state or district policy). Teachers must contact their school districts as to whether this program may qualify for salary advancement. Walden enrollment specialists can provide guidance on program requirements; however, it remains the individual’s responsibility to understand and comply with all state and school district requirements.

Note on Teacher Licensure or Certification

This program does not lead to teacher licensure or certification. Teachers are advised to contact their individual school districts as to whether this program may qualify for salary advancement.

Learning Outcomes

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

1. Apply research-based instructional practices to help students in Grades PK–6 achieve Common Core State Standards and other state standards.
2. Evaluate reading and literacy development of all students in Grades PK–6 including linguistically, culturally, and academically diverse learners.
3. Apply literacy assessment data appropriately to inform reading and literacy instruction in Grades PK–6.

Degree Requirements

30 total semester credits

♦ Core courses (15 semester credits) Specialization courses (15 semester credits)

♦

Specialization Curriculum

Core Courses (15 semester credits)

EDUC 6610 - Teacher as Professional* (3 semester credits) Students may take this as a non-degree course.

EDUC 6640 - Designing Curriculum, Instruction, and Assessment* (3 semester credits) Students may take this as a non-degree course.

♦ OR for students in Accelerated Program

EDUC 6602 - Designing Curriculum, Instruction, and Assessment (Accelerating)* (3 semester credits)

♦ Students may take this as a non-degree course.

EDUC 6650 - Enhancing Learning for Diverse Populations* (3 semester credits) Students may take this as a non-degree course. ♦

OR for students in Accelerated Program

EDUC 6616 - Enhancing Learning for Diverse Populations (Accelerating)* (3 semester credits) Students may take this as a non-degree course.

EDUC 6657 - Creating an Effective Classroom Learning Environment* (3 semester credits) Students may take this as a non-degree course.

OR for students in Accelerated Program

EDUC 6604 - Creating an Effective Classroom Learning Environment (Accelerating)* (3 semester credits)

Students may take this as a non-degree course.

EDUC 6733 - Action Research for Educators* (3 semester credits) Students may take this as a non-degree course.

Specialization Courses (15 semester credits)

READ 6705 - Reading and Literacy Today* (3 semester credits) Students may take this as a non-degree course.

READ 6706 - Literacy Development P-3* (3 semester credits) Students may take this as a non-degree course.

READ 6707 - Reading and Literacy Growth Grades 4-6* (3 semester credits) Students may take this as a non-degree course.

OR for students in Accelerated Program

READ 6727 - Reading and Literacy Growth, Grades 4-6 (Accelerating)* (3 semester credits) Students may take this as a non-degree course.

READ 6708 - Literacy in Culturally and Linguistically Diverse Classrooms* (3 semester credits) Students may take this as a non-degree course.

READ 6709 - Literacy in Academically Diverse Classrooms* (3 semester credits) Students may take this as a non-degree course.

OR for students in Accelerated Program

READ 6718 - Literacy in Culturally and Linguistically Diverse Classrooms (Accelerating)* (3 semester credits)

Students may take this as a non-degree course.

Course Sequence

The recommended course sequence is as follows:

Course	Credits
EDUC 6610 - Teacher as Professional	3 semester credits
EDUC 6640 - Designing Curriculum, Instruction, and Assessment	3 semester credits
READ 6705 - Reading and Literacy Today	3 semester credits
EDUC 6650 - Enhancing Learning for Diverse Populations	3 semester credits
READ 6706 - Literacy Development P-3	3 semester credits
EDUC 6657 - Creating an Effective Classroom Learning Environment	3 semester credits
READ 6707 - Reading and Literacy Growth Grades 4-6	3 semester credits
READ 6708 - Literacy in Culturally and Linguistically Diverse Classrooms	3 semester credits
READ 6709 - Literacy in Academically Diverse Classrooms	3 semester credits
EDUC 6733 - Action Research for Educators	3 semester credits

Accelerated Elementary Reading and Literacy (Grades P-6) Course Sequence

The recommended course sequence is as follows:

Course	Credits
EDUC 6610 - Teacher as Professional	3 semester credits
EDUC 6602 - Designing Curriculum, Instruction, and Assessment (Accelerating)	3 semester credits
READ 6705 - Reading and Literacy Today	3 semester credits
EDUC 6616 - Enhancing Learning for Diverse Populations (Accelerating)	3 semester credits

READ 6706 - Literacy Development P–3	3 semester credits
EDUC 6604 - Creating an Effective Classroom Learning Environment (Accelerating)	3 semester credits
READ 6727 - Reading and Literacy Growth, Grades 4–6 (Accelerating)	3 semester credits
READ 6709 - Literacy in Academically Diverse Classrooms	3 semester credits
READ 6718 - Literacy in Culturally and Linguistically Diverse Classrooms (Accelerating)	3 semester credits
EDUC 6733 - Action Research for Educators	3 semester credits

□ Elementary Reading and Mathematics (Grades K–6) and Accelerated Elementary Reading and Mathematics (Grades K–6)

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

Note: This program does not lead to an endorsement, certification, or licensure. 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.

The graduate degree program and coursework within the program you are enrolling may be accepted by many states toward upgrading or renewing a license or obtaining a salary increase (depending on state or district policy). Teachers must contact their school districts as to whether this program may qualify for salary advancement. Walden enrollment specialists can provide guidance on program requirements; however, it remains the individual's responsibility to understand and comply with all state and school district requirements.

Learning Outcomes

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

1. Utilize a variety of manipulative materials and emerging technological resources in the grades K-6 classroom to incorporate the National Council of Teachers of Mathematics (NCTM) Process Standards and the Common Core State Standards for Mathematical Practice into teaching and learning.
2. Demonstrate the ability to teach all students to understand numbers, ways of representing numbers, relationships among numbers, and number systems.
3. Utilize a variety of assessment tools and practices to plan and evaluate effective reading instruction.
4. Evaluate reading and literacy development of all students including academically diverse learners.

Degree Requirements

30 total semester credits

♦ Core courses (12 semester credits) Specialization courses (12 semester credits)

♦

Specialization Curriculum

Core Courses (12 semester credits)

EDUC 6610 - Teacher as Professional* (3 semester credits)

Students may take this as a non-degree course.

EDUC 6640 - Designing Curriculum, Instruction, and Assessment* (3 semester credits) Students may take this as a non-degree course.

OR for students in Accelerated Program

EDUC 6602 - Designing Curriculum, Instruction, and Assessment (Accelerating)* (3 semester credits)

Students may take this as a non-degree course.

EDUC 6650 - Enhancing Learning for Diverse Populations* (3 semester credits) Students may take this as a non-degree course.

OR for students in Accelerated Program

EDUC 6616 - Enhancing Learning for Diverse Populations (Accelerating)* (3 semester credits) Students may take this as a non-degree course.

EDUC 6733 - Action Research for Educators* (3 semester credits) Students may take this as a non-degree course.

Specialization Courses (18 semester credits)

MATH 6561 - Learning and Teaching Mathematics* (3 semester credits) Students may take this as a non-degree course.

MATH 6562 - The Base Ten Number System and Operations: Addition/Subtraction* (3 semester credits)

Students may take this as a non-degree course.

MATH 6563 - The Base Ten Number System and Operations: Multiplication/Division* (3 semester credits)

Students may take this as a non-degree course.

OR for students in Accelerated Program

MATH 6663 - The Base Ten Number System and Operations: Multiplication/Division (Accelerating) (3 semester credits)

READ 6706 - Literacy Development P-3* (3 semester credits) Students may take this as a non-degree course.

READ 6707 - Reading and Literacy Growth Grades 4-6* (3 semester credits) Students may take this as a non-degree course.

♦

♦

OR for students in Accelerated Program

READ 6727 - Reading and Literacy Growth, Grades 4–6 (Accelerating)* (3 semester credits) Students may take this as a non-degree course.

READ 6709 - Literacy in Academically Diverse Classrooms* (3 semester credits) Students may take this as a non-degree course.

OR for students in Accelerated Program

READ 6609 - Literacy in Academically Diverse Classrooms (Accelerating) (3 semester credits)

Course Sequence

The course sequence for this specialization is dependent upon the student's Program of Study. Students work directly with their student success advisor to ensure the appropriate course sequence based on course availability.

□ Integrating Technology in the Classroom (Grades K–12) and Accelerated Integrating Technology in the Classroom (Grades K–12)

This specialization is informed by the International Society for Technology in Education (ISTE) standards. Today's classrooms are 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.

Note: This program does not lead to an endorsement, certification, or licensure. 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.

The graduate degree program and coursework within the program you are enrolling may be accepted by many states toward upgrading or renewing a license or obtaining a salary increase (depending on state or district policy). Teachers must contact their school districts as to whether this program may qualify for salary advancement. Walden enrollment specialists can provide guidance on program requirements; however, it remains the individual's responsibility to understand and comply with all state and school district requirements.

Note on Teacher Licensure or Certification

This program does not lead to teacher licensure or certification. Teachers are advised to contact their individual school districts as to whether this program may qualify for salary advancement.

Learning Outcomes

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

1. Design relevant learning experiences that incorporate digital tools and resources to promote student learning and creativity.
2. Effectively use current and emerging digital tools to locate, analyze, evaluate, and use information resources to support research and learning.

Degree Requirements

30 total semester credits

♦ Core courses (12 semester credits) Specialization courses (18 semester credits)

♦

Specialization Curriculum

Core Courses (12 semester credits)

EDUC 6610 - Teacher as Professional* (3 semester credits) Students may take this as a non-degree course.

EDUC 6640 - Designing Curriculum, Instruction, and Assessment* (3 semester credits) Students may take this as a non-degree course.

♦
OR for students in Accelerated Program

EDUC 6602 - Designing Curriculum, Instruction, and Assessment (Accelerating)* (3 semester credits)

♦
Students may take this as a non-degree course.

EDUC 6650 - Enhancing Learning for Diverse Populations* (3 semester credits) Students may take this as a non-degree course.

♦
OR for students in Accelerated Program

EDUC 6616 - Enhancing Learning for Diverse Populations (Accelerating)* (3 semester credits) Students may take this as a non-degree course.

EDUC 6733 - Action Research for Educators* (3 semester credits)

Students may take this as a non-degree course.

Specialization Courses (18 semester credits)

EDUC 6710 - Understanding the Impact of Technology on Education, Work, and Society* (3 semester credits)

Students may take this as a non-degree course.

EDUC 6711 - Bridging Learning Theory, Instruction, and Technology* (3 semester credits) Students may take this as a non-degree course.

OR for students in Accelerated Program

EDUC 6771 - Bridging Learning Theory, Instruction, and Technology (Accelerating) (3 semester credits)

EDUC 6712 - Supporting Information Literacy and Online Inquiry in the Classroom* (3 semester credits)

Students may take this as a non-degree course.

OR for students in Accelerated Program

EDUC 6772 - Supporting Information Literacy and Online Inquiry in the Classroom (Accelerating)* (3 semester credits)

Students may take this as a non-degree course.

EDUC 6713 - Integrating Technology Across the Content Areas* (3 semester credits) Students may take this as a non-degree course.

EDUC 6714 - Reaching and Engaging All Learners Through Technology* (3 semester credits) Students may take this as a non-degree course.

EDUC 6715 - New and Emerging Technologies* (3 semester credits) Students may take this as a non-degree course.

OR for students in Accelerated Program

EDUC 6775 - New and Emerging Technologies (Accelerating) (3 semester credits)

Course Sequence

The recommended course sequence is as follows:

Course	Credits
EDUC 6610 - Teacher as Professional	3 semester credits
EDUC 6640 - Designing Curriculum, Instruction, and Assessment	3 semester credits
Course	Credits
EDUC 6710 - Understanding the Impact of Technology on Education, Work, and Society	3 semester credits

EDUC 6650 - Enhancing Learning for Diverse Populations	3 semester credits
EDUC 6711 - Bridging Learning Theory, Instruction, and Technology	3 semester credits
EDUC 6712 - Supporting Information Literacy and Online Inquiry in the Classroom	3 semester credits
EDUC 6713 - Integrating Technology Across the Content Areas	3 semester credits
EDUC 6714 - Reaching and Engaging All Learners Through Technology	3 semester credits
EDUC 6715 - New and Emerging Technologies	3 semester credits
EDUC 6733 - Action Research for Educators	3 semester credits

Accelerated Integrating Technology in the Classroom (Grades K– 12) Course Sequence

Course	Credits
EDUC 6610 - Teacher as Professional	3 semester credits
EDUC 6602 - Designing Curriculum, Instruction, and Assessment (Accelerating)	3 semester credits
EDUC 6710 - Understanding the Impact of Technology on Education, Work, and Society	3 semester credits
EDUC 6616 - Enhancing Learning for Diverse Populations (Accelerating)	3 semester credits
EDUC 6771 - Bridging Learning Theory, Instruction, and Technology (Accelerating)	3 semester credits
EDUC 6772 - Supporting Information Literacy and Online Inquiry in the Classroom (Accelerating)	3 semester credits
EDUC 6713 - Integrating Technology Across the Content Areas	3 semester credits
EDUC 6714 - Reaching and Engaging All Learners Through Technology	3 semester credits
EDUC 6775 - New and Emerging Technologies (Accelerating)	3 semester credits
EDUC 6733 - Action Research for Educators	3 semester credits

	credits
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□ Mathematics (Grades 5–8)

For elementary and middle school educators interested in focusing on mathematics, this specialization can increase their knowledge and comprehension of mathematics skills and theories. Educators study strategies that address the *Common Core State Standards for Mathematics* and analyze real-world applications used to improve student achievement in mathematics. Coursework highlights key lessons covered in middle school mathematics programs, including number systems and operations; geometric thinking and measurement; functions and equations; and data, probability, and statistical reasoning.

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

Note on Teacher Licensure or Certification

This program does not lead to teacher licensure or certification. Teachers are advised to contact their individual school districts as to whether this program may qualify for salary advancement.

Learning Outcomes

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

1. Utilize a variety of manipulative materials, calculators, and other emerging technological resources in the classroom to incorporate the National Council of Teachers of Mathematics (NCTM) Process Standards and the Common Core State Standards (CCSS) for Mathematical Practice into their teaching.
2. Apply strategies to help students diagnose misconceptions, solve problems successfully, and develop mathematical habits of mind.

Degree Requirements

30 total semester credits

♦ Core courses (15 semester credits) Specialization courses (15 semester credits)

♦

Specialization Curriculum

Core Courses (15 semester credits)

EDUC 6610 - Teacher as Professional* (3 semester credits) Students may take this as a non-degree course.

EDUC 6640 - Designing Curriculum, Instruction, and Assessment* (3 semester credits) Students may take this as a non-degree course.

♦
EDUC 6650 - Enhancing Learning for Diverse Populations* (3 semester credits) Students may take this as a non-degree course.

♦
EDUC 6657 - Creating an Effective Classroom Learning Environment* (3 semester credits) Students may take this as a non-degree course.

♦
EDUC 6733 - Action Research for Educators* (3 semester credits) Students may take this as a non-degree course.

Specialization Courses (15 semester credits)

♦
MATH 6551 - Understanding Number Systems and Operations* (3 semester credits)

Students may take this as a non-degree course.

MATH 6552 - Geometric Thinking and Measurement* (3 semester credits) Students may take this as a non-degree course.

MATH 6553 - Algebraic Reasoning, Functions, and Equations* (3 semester credits) Students may take this as a non-degree course.

MATH 6554 - Data, Probability, and Statistical Reasoning (3 semester credits) MATH 6561 - Learning and Teaching Mathematics* (3 semester credits)

Students may take this as a non-degree course.

Course Sequence

The recommended course sequence is as follows:

Course	Credits
EDUC 6610 - Teacher as Professional	3 semester credits
EDUC 6640 - Designing Curriculum, Instruction, and Assessment	3 semester credits
MATH 6561 - Learning and Teaching Mathematics	3 semester credits
EDUC 6650 - Enhancing Learning for Diverse Populations	3 semester credits
MATH 6551 - Understanding Number Systems and Operations	3 semester credits
EDUC 6657 - Creating an Effective Classroom Learning Environment	3 semester credits
MATH 6552 - Geometric Thinking and Measurement	3 semester credits
MATH 6553 - Algebraic Reasoning, Functions, and Equations	3 semester credits
MATH 6554 - Data, Probability, and Statistical Reasoning	3 semester credits
EDUC 6733 - Action Research for Educators	3 semester credits

□ Mathematics (Grades K–6)

To lay the foundation for future challenges in secondary mathematics as well as problem-solving in all areas of life, teachers of K–6 mathematics must foster students' ability to use mathematical knowledge to solve authentic real-world problems. The MS in Education with a specialization in Mathematics (Grades K–6) degree is designed for elementary

school mathematics teachers who want to increase their own mathematical expertise to promote their students' conceptual understandings and abilities. The *Common Core State Standards*, including the *Standards for Mathematical Practice*, and the National Council of Teachers of Mathematics' content and process standards are explored as frameworks for understanding and teaching mathematics and for making connections across grade levels. Teachers build upon their repertoire of instructional strategies and resources and focus on ways to assess students' mathematical knowledge and skills, address misconceptions, plan interventions, and engage students through an intensive focus on the base ten number system and its properties and operations. Also addressed in the course are key topics in a well-balanced elementary-grade mathematics program including measurement, data, geometric thinking, understanding rational numbers, and proportional reasoning.

Note on Teacher Licensure or Certification

This program does not lead to teacher licensure or certification. Teachers are advised to contact their individual school districts as to whether this program may qualify for salary advancement.

Learning Outcomes

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

1. Utilize a variety of manipulative materials and emerging technological resources in the grades K-6 classroom to incorporate the National Council of Teachers of Mathematics (NCTM) Process Standards and the Common Core State Standards for Mathematical Practice into teaching and learning.
2. Apply strategies to help students in grades K-6 diagnose misconceptions, solve problems successfully, and develop mathematical habits of mind.

Degree Requirements

30 total semester credits

♦ Core courses (15 semester credits) Specialization courses (15 semester credits)

♦

Specialization Curriculum

Core Courses (15 semester credits)

EDUC 6610 - Teacher as Professional* (3 semester credits) Students may take this as a non-degree course.

EDUC 6640 - Designing Curriculum, Instruction, and Assessment* (3 semester credits) Students may take this as a non-degree course.

♦ EDUC 6650 - Enhancing Learning for Diverse Populations* (3 semester credits) Students may take this as a non-degree course.

♦ EDUC 6657 - Creating an Effective Classroom Learning Environment* (3 semester credits) Students may take this as a non-degree course.

♦ EDUC 6733 - Action Research for Educators* (3 semester credits) Students may take this as a non-degree course.

♦

Specialization Courses (15 semester credits)

MATH 6561 - Learning and Teaching Mathematics* (3 semester credits) Students may take this as a non-degree course.

MATH 6562 - The Base Ten Number System and Operations: Addition/Subtraction* (3 semester credits)
Students may take this as a non-degree course.

MATH 6563 - The Base Ten Number System and Operations: Multiplication/Division* (3 semester credits)
Students may take this as a non-degree course.

MATH 6564 - Measurement, Data, and Geometric Thinking* (3 semester credits) Students may take this as a non-degree course.

MATH 6565 - Understanding Rational Numbers and Proportional Reasoning* (3 semester credits) Students may take this as a non-degree course.

Course Sequence

The course sequence for this specialization is dependent upon the student's Program of Study. Students work directly with their student success advisor to ensure the appropriate course sequence based on course availability.

□ Mathematics and Science (Grades K–8)

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

Note on Teacher Licensure or Certification

This program does not lead to teacher licensure or certification. Teachers are advised to contact their individual school districts as to whether this program may qualify for salary advancement.

Learning Outcomes

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

1. Utilize a variety of manipulative materials and emerging technological resources in the classroom to incorporate the National Council of Teachers of Mathematics (NCTM) Process Standards and the Common Core State Standards for Mathematical Practice into teaching and learning.
2. Demonstrate an understanding of connections among mathematical concepts and ideas and help students make similar connections.
3. Engage students successfully in developmentally appropriate inquiries that require them to develop concepts and relationships from their observations, data, and inferences in a scientific manner.
4. Communicate interdisciplinary perspectives to help students understand why science is important.

Degree Requirements

30 total semester credits

♦ Core courses (12 semester credits) Specialization courses (18 semester credits)

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Specialization Curriculum

Core Courses (12 semester credits)

EDUC 6610 - Teacher as Professional* (3 semester credits) Students may take this as a non-degree course.

EDUC 6640 - Designing Curriculum, Instruction, and Assessment* (3 semester credits) Students may take this as a non-degree course.

♦ EDUC 6650 - Enhancing Learning for Diverse Populations* (3 semester credits) Students may take this as a non-degree course.

♦ EDUC 6733 - Action Research for Educators* (3 semester credits) Students may take this as a non-degree course.

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Specialization Courses (18 semester credits)

MATH 6561 - Learning and Teaching Mathematics* (3 semester credits) Students may take this as a non-degree course.

MATH 6564 - Measurement, Data, and Geometric Thinking* (3 semester credits) Students may take this as a non-degree course.

MATH 6565 - Understanding Rational Numbers and Proportional Reasoning* (3 semester credits) Students may take this as a non-degree course.

SCIE 6660 - The Nature of Science* (3 semester credits) Students may take this as a non-degree course.

SCIE 6661 - Exploring the Physical World* (3 semester credits) Students may take this as a non-degree course.

SCIE 6664 - Looking Into the Future of Science and Education* (3 semester credits) Students may take this as a non-degree course.

Course Sequence

The course sequence for this specialization is dependent upon the student's Program of Study. Students work directly with their student success advisor to ensure the appropriate course sequence based on course availability.

□ Science (Grades K–8)

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

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

Note on Teacher Licensure or Certification

This program does not lead to teacher licensure or certification. Teachers are advised to contact their individual school districts as to whether this program may qualify for salary advancement.

Learning Outcomes

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

1. Convey the major concepts, principles, theories, laws, and interrelationships of biology and supporting fields.
2. Convey the major concepts, principles, theories, laws, and interrelationships of earth and space science and supporting fields.

Degree Requirements

30 total semester credit hours Core courses (15 semester credits)

◆
Specialization courses (15 semester credits)
◆

Specialization Curriculum

Core Courses (15 semester credits)

EDUC 6610 - Teacher as Professional* (3 semester credits) Students may take this as a non-degree course.

EDUC 6640 - Designing Curriculum, Instruction, and Assessment* (3 semester credits) Students may take this as a non-degree course.

◆
EDUC 6650 - Enhancing Learning for Diverse Populations* (3 semester credits)

Students may take this as a non-degree course.

EDUC 6657 - Creating an Effective Classroom Learning Environment* (3 semester credits) Students may take this as a non-degree course.

EDUC 6733 - Action Research for Educators* (3 semester credits) Students may take this as a non-degree course.

Specialization Courses (15 semester credits)

SCIE 6660 - The Nature of Science* (3 semester credits) Students may take this as a non-degree course.

SCIE 6661 - Exploring the Physical World* (3 semester credits) Students may take this as a non-degree course.

SCIE 6662 - Investigating the Living World* (3 semester credits) Students may take this as a non-degree course.

SCIE 6663 - Exploring the Earth and Beyond* (3 semester credits) Students may take this as a non-degree course.

SCIE 6664 - Looking Into the Future of Science and Education* (3 semester credits) Students may take this as a non-degree course.

Course Sequence

The course sequence for this specialization is dependent upon the student's Program of Study. Students work directly with their student success advisor to ensure the appropriate course sequence based on course availability.

□ Self- Designed

Whether education professionals want to teach in additional subject areas or to gain new technology and leadership skills, the Self-Designed specialization allows them to customize their online degree program with the courses that best prepare them to achieve their professional goals.

In this specialization, education professionals will complete a set of core education courses, choose an area of emphasis from 11 content areas, and choose four electives from more than 60 courses across 16 MS in Education specializations. By personalizing their studies in this self-designed master's program, educators can expand their teaching skills and knowledge across multiple content areas and prepare to meet the specific needs of their students and school.

Note on Teacher Licensure or Certification

This program does not lead to teacher licensure or certification. Teachers are advised to contact their individual school districts as to whether this program may qualify for salary advancement.

Degree Requirements

30 total semester credits

9 credits of core curriculum (3 courses) 9 credits of emphasis area (3 courses) 12 credits of electives (4 courses)

◦

Core Courses

EDUC 6610 - Teacher as Professional* (3 semester credits) Students may take this as a non-degree course.

EDUC 6650 - Enhancing Learning for Diverse Populations* (3 semester credits) Students may take this as a non-degree course.

OR

EDUC 6616 - Enhancing Learning for Diverse Populations (Accelerating)* (3 semester credits) Students may take this as a non-degree course.

EDUC 6733 - Action Research for Educators* (3 semester credits) Students may take this as a non-degree course.

Areas of Emphasis

Select an emphasis area from one of 8 content areas listed below. Courses with two numbers listed include the option to take the accelerating course number which is listed as the second course number.

Note: A maximum of five accelerating courses can be used to build your unique program of study. This includes core, area of emphasis, and elective courses.

Curriculum and Instruction K-12

EDUC 6730 - Curriculum Design for Learning* (3 semester credits) Students may take this as a non-degree course.

EDUC 6732 - Differentiated Instruction* (3 semester credits) Students may take this as a non-degree course.

♦
♦

OR

EDUC 6734 - Differentiated Instruction (Accelerating) (3 semester credits)

EDUC 6625 - Habits of Mind: Thinking Skills to Promote Self-Directed Learning* (3 semester credits)

Students may take this as a non-degree course.

OR

EDUC 6735 - Habits of Mind: Thinking Skills to Promote Self-Directed Learning (Accelerating) (3 semester credits)

Elementary Reading and Literacy PreK-6

READ 6705 - Reading and Literacy Today* (3 semester credits) Students may take this as a non-degree course.

READ 6707 - Reading and Literacy Growth Grades 4–6* (3 semester credits) Students may take this as a non-degree course. ♦

OR

READ 6727 - Reading and Literacy Growth, Grades 4–6 (Accelerating)* (3 semester credits) Students may take this as a non-degree course.

READ 6709 - Literacy in Academically Diverse Classrooms* (3 semester credits) Students may take this as a non-degree course.

OR

READ 6609 - Literacy in Academically Diverse Classrooms (Accelerating) (3 semester credits)

Integrating Technology in the Classroom K-12

EDUC 6710 - Understanding the Impact of Technology on Education, Work, and Society* (3 semester credits)

Students may take this as a non-degree course.

EDUC 6713 - Integrating Technology Across the Content Areas* (3 semester credits) Students may take this as a non-degree course.

EDUC 6715 - New and Emerging Technologies* (3 semester credits) Students may take this as a non-degree course.

OR

♦

EDUC 6775 - New and Emerging Technologies (Accelerating) (3 semester credits)

Mathematics 5-8

MATH 6561 - Learning and Teaching Mathematics* (3 semester credits) Students may take this as a non-degree course.

MATH 6552 - Geometric Thinking and Measurement* (3 semester credits) Students may take this as a non-degree course.

MATH 6554 - Data, Probability, and Statistical Reasoning (3 semester credits)

Science K-8

SCIE 6660 - The Nature of Science* (3 semester credits) Students may take this as a non-degree course.

SCIE 6662 - Investigating the Living World* (3 semester credits) Students may take this as a non-degree course.

SCIE 6663 - Exploring the Earth and Beyond* (3 semester credits) Students may take this as a non-degree course.

Special Education K-12 (non-licensure)

EDUC 6782 - Supporting Effective Evaluation and Assessment Practices (3 semester credits) EDUC 6783 - Creating Effective Behavior Interventions (3 semester credits)

OR

EDUC 6793 - Creating Effective Behavioral Interventions (Accelerating) (3 semester credits) EDUC 6785 - Implementing Literacy-Based Instructional Interventions (3 semester credits)

OR

EDUC 6795 - Implementing Literacy-Based Instructional Interventions (Accelerating) (3 semester credits)

Teacher Leadership K-12

EDUC 6651 - Teacher Leadership in the Classroom: Increasing Learning and Achievement* (3 semester credits)

Students may take this as a non-degree course.

OR

EDUC 6617 - Teacher Leadership in the Classroom: Increasing Learning and Achievement (Accelerating)* (3 semester credits)

Students may take this as a non-degree course.

EDUC 6655 - Teacher Leadership: Mentoring, Coaching, and Collaboration With Colleagues* (3 semester credits)

Students may take this as a non-degree course.

EDUC 6659 - Teacher Leadership in Professional Learning Communities* (3 semester credits) Students may take this as a non-degree course.

OR

EDUC 6618 - Teacher Leadership in Professional Learning Communities (Accelerating)* (3 semester credits)

Students may take this as a non-degree course.

Course Sequence

The recommended course sequence is as follows:

Semester	Course	Credits
Semester 1	EDUC 6610 - Teacher as Professional	3 semester credits
	EDUC 6616 - Enhancing Learning for Diverse Populations (Accelerating)	3 semester credits
Semester 2	Elective Course	3 semester credits
	Emphasis Area Course 1	3 semester credits
Semester 3	Elective Course	3 semester credits
	Elective Course	3 semester credits
Semester 4	Emphasis Area Course 2	3 semester credits
	Emphasis Area Course 3	3 semester credits
Semester 5	Elective Course	3 semester credits
	EDUC 6733 - Action Research for Educators	3 semester credits

□ Special Education (Grades K–12) and Accelerated Special Education (Grades K–12)

This specialization is designed for special education teachers who want to engage in continuing collegial professional development to meet the diverse educational needs of individuals with disabilities. Informed by the Council for Exceptional Children Advanced Content Role standards and the educational outcomes of the Richard W. Riley College of Education and Human Services 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.

Note: This program does not lead to an endorsement, certification, or licensure. 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.

The graduate degree program and coursework within the program you are enrolling may be accepted by many states toward upgrading or renewing a license or obtaining a salary increase (depending on state or district policy). Teachers must contact their school districts as to whether this program may qualify for salary advancement. Walden enrollment specialists can provide guidance on program requirements; however, it remains the individual's responsibility to understand and comply with all state and school district requirements.

Note on Teacher Licensure or Certification

This program does not lead to teacher licensure or certification. Teachers are advised to contact their individual school districts as to whether this program may qualify for salary advancement.

Learning Outcomes

At the end of this program, the educator professional:

1. Apply current legal and ethical policies and culturally responsive practices to support high quality educational experiences for All students with exceptionalities.
2. Apply data-informed decision making strategies and evidence-based practices— including assistive technology— to design, adapt, implement and assess learning experiences for All students with exceptionalities.
3. Apply evidence-based evaluation and assessment practices to monitor student achievement, guide data-informed instructional planning and transition services, and promote continuous improvement for All students with exceptionalities.
4. Demonstrate leadership skills necessary to collaborate with multiple stakeholders to improve instructional programs (e.g., core subjects, literacy, behavioral, social) for All students at the school and systems levels.

Degree Requirements

30 total semester credit hours Core courses (12 semester credits)

♦
Specialization courses (18 semester credits)
♦

Specialization Curriculum

Core Courses (12 semester credits)

EDUC 6610 - Teacher as Professional* (3 semester credits) Students may take this as a non-degree course.

EDUC 6640 - Designing Curriculum, Instruction, and Assessment* (3 semester credits) Students may take this as a non-degree course.

♦
OR for students in Accelerated Program

EDUC 6602 - Designing Curriculum, Instruction, and Assessment (Accelerating)* (3 semester credits)

♦
Students may take this as a non-degree course.

EDUC 6727 - Strategies for Teaching English as a Second Language* (3 semester credits) Students may take this as a non-degree course.

OR for students in Accelerated Program

EDUC 6737 - Strategies for Teaching English as a Second Language (Accelerating) (3 semester credits)

EDUC 6733 - Action Research for Educators* (3 semester credits) Students may take this as a non-degree course.

Specialization Courses (18 semester credits)

EDUC 6780 - Exploring Leadership, Collaboration, and Consultation* (3 semester credits) Students may take this as a non-degree course.

EDUC 6781 - Special Education: Honoring Due Process (3 semester credits)

OR for students in Accelerated Program

EDUC 6791 - Special Education: Honoring Due Process (Accelerating)* (3 semester credits) Students may take this as a non-degree course.

EDUC 6782 - Supporting Effective Evaluation and Assessment Practices (3 semester credits) EDUC 6783 - Creating Effective Behavior Interventions (3 semester credits)

OR for students in Accelerated Program

EDUC 6793 - Creating Effective Behavioral Interventions (Accelerating) (3 semester credits) EDUC 6784 - Adapting Instruction Using Evidence-Based Strategies (3 semester credits) EDUC 6785 - Implementing Literacy-Based Instructional Interventions (3 semester credits)

OR for students in Accelerated Program

EDUC 6795 - Implementing Literacy-Based Instructional Interventions (Accelerating) (3 semester credits)

Course Sequence

The recommended course sequence is as follows:

Course	Credits
EDUC 6610 - Teacher as Professional	3 semester credits
EDUC 6640 - Designing Curriculum, Instruction, and Assessment	3 semester credits
EDUC 6780 - Exploring Leadership, Collaboration, and Consultation	3 semester credits
EDUC 6781 - Special Education: Honoring Due Process	3 semester credits
EDUC 6727 - Strategies for Teaching English as a Second Language	3 semester credits
EDUC 6782 - Supporting Effective Evaluation and Assessment Practices	3 semester credits
EDUC 6783 - Creating Effective Behavior Interventions	3 semester credits

	credits
EDUC 6784 - Adapting Instruction Using Evidence-Based Strategies	3 semester credits
EDUC 6785 - Implementing Literacy-Based Instructional Interventions	3 semester credits
Course	Credits
EDUC 6733 - Action Research for Educators	3 semester credits

Accelerated Special Education (Non-Licensure*) (Grades K–12) Course Sequence

The recommended course sequence is as follows:

Course	Credits
EDUC 6610 - Teacher as Professional	3 semester credits
EDUC 6602 - Designing Curriculum, Instruction, and Assessment (Accelerating)	3 semester credits
EDUC 6780 - Exploring Leadership, Collaboration, and Consultation	3 semester credits
EDUC 6791 - Special Education: Honoring Due Process (Accelerating)	3 semester credits
EDUC 6737 - Strategies for Teaching English as a Second Language (Accelerating)	3 semester credits
EDUC 6782 - Supporting Effective Evaluation and Assessment Practices	3 semester credits
EDUC 6793 - Creating Effective Behavioral Interventions (Accelerating)	3 semester credits
EDUC 6784 - Adapting Instruction Using Evidence-Based Strategies	3 semester credits
EDUC 6795 - Implementing Literacy-Based Instructional Interventions (Accelerating)	3 semester credits
EDUC 6733 - Action Research for Educators	3 semester credits

□ STEM Education (Grades K–8)

This specialization provides certified educators with teaching strategies and integrated knowledge to lead and improve STEM education in K–8 classrooms. Students in this 30-semester-credit program learn to engage diverse student populations in STEM-related education through interactive learning and relevant curriculum. Specialization courses focus on techniques for teaching math, science, and technology.

Students have the flexibility to progress through the program at their own pace. After the first course, students can choose to take one course at a time, or they can take two courses at once and complete the program in as little as 12 months. Additionally, self-directed courses offer students flexibility in course deliverable due dates, allowing students to more easily balance their studies with work and family obligations.

Note on Teacher Licensure or Certification

This program does not lead to teacher licensure or certification. Teachers are advised to contact their individual school districts as to whether this program may qualify for salary advancement.

Learning Outcomes

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

1. Engage students successfully in developmentally appropriate inquiries that require them to develop concepts and relationships from their observations, data, and inferences in a scientific manner.
2. Develop technology-enriched learning environments that enable all students to pursue their individual curiosities and become active participants in setting their own educational goals, managing their own learning, and assessing their own progress.
3. Utilize a variety of manipulative materials and emerging technological resources in the classroom to incorporate the National Council of Teachers of Mathematics (NCTM) Process Standards and the Common Core State Standards (CCSS) for Mathematical Practice into their teaching.
4. Engage in professional discourse about pedagogical models designed to inspire innovative thinking and learn how STEM principles can be used to advocate for social change.

Degree Requirements

30 total semester credits

Core courses (15 semester credits) Specialization courses (15 semester credits)

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Core Courses (15 semester credits)

EDUC 6610 - Teacher as Professional* (3 semester credits) Students may take this as a non-degree course.

EDUC 6602 - Designing Curriculum, Instruction, and Assessment (Accelerating)* (3 semester credits)

Students may take this as a non-degree course.

EDUC 6616 - Enhancing Learning for Diverse Populations (Accelerating)* (3 semester credits) Students may take this

as a non-degree course.

EDUC 6604 - Creating an Effective Classroom Learning Environment (Accelerating)* (3 semester credits)

Students may take this as a non-degree course.

EDUC 6733 - Action Research for Educators* (3 semester credits) Students may take this as a non-degree course.

•

Specialization Courses (15 semester credits)

MATH 6561 - Learning and Teaching Mathematics* (3 semester credits) Students may take this as a non-degree course.

SCIE 6660 - The Nature of Science* (3 semester credits) Students may take this as a non-degree course.

EDUC 6713 - Integrating Technology Across the Content Areas* (3 semester credits) Students may take this as a non-degree course.

SCIE 6661 - Exploring the Physical World* (3 semester credits) Students may take this as a non-degree course.

EDUC 6668 - The Effective STEM Scholar-Practitioner (3 semester credits)

Course Sequence

The course sequence for this specialization is dependent upon the student's Program of Study. Students work directly with their student success advisor to ensure the appropriate course sequence based on course availability.

□ Teacher Leadership (Grades K–12) and Accelerated Teacher Leadership (Grades K–12)

This specialization is designed to help teachers lead with greater confidence and skill in their classroom and 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 vital challenges as student achievement and parent involvement.

Note: This program does not lead to an endorsement, certification, or licensure. 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.

The graduate degree program and coursework within the program you are enrolling may be accepted by many states toward upgrading or renewing a license or obtaining a salary increase (depending on state or district policy). Teachers must contact their school districts as to whether this program may qualify for salary advancement. Walden enrollment specialists can provide guidance on program requirements; however, it remains the individual's responsibility to understand and comply with all state and school district requirements.

Note on Teacher Licensure or Certification

This program does not lead to teacher licensure or certification. Teachers are advised to contact their individual school districts as to whether this program may qualify for salary advancement.

Learning Outcomes

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

1. Use diverse instructional strategies.
2. Collaborate with other professionals about instructional policy, curriculum development, and staff development.

Degree Requirements

30 total semester credit hours Core courses (18 semester credits)

• Specialization courses (12 semester credits)

Specialization Curriculum

Core Courses (18 semester credits)

EDUC 6610 - Teacher as Professional* (3 semester credits) Students may take this as a non-degree course.

EDUC 6640 - Designing Curriculum, Instruction, and Assessment* (3 semester credits) Students may take this as a non-degree course.

• EDUC 6650 - Enhancing Learning for Diverse Populations* (3 semester credits) Students may take this as a non-degree course.

• OR for students in Accelerated Program

EDUC 6616 - Enhancing Learning for Diverse Populations (Accelerating)* (3 semester credits) Students may take this as a non-degree course.

EDUC 6657 - Creating an Effective Classroom Learning Environment* (3 semester credits) Students may take this as a non-degree course.

OR for students in Accelerated Program

EDUC 6604 - Creating an Effective Classroom Learning Environment (Accelerating)* (3 semester credits)

Students may take this as a non-degree course.

EDUC 6733 - Action Research for Educators* (3 semester credits) Students may take this as a non-degree course.

EDUC 6674 - Designing Curriculum, Instruction, and Assessment for Students With Special Needs* (3 semester credits)

Students may take this as a non-degree course.

Specialization Courses (12 semester credits)

EDUC 6619 - Designing Curriculum, Instruction, and Assessment for Students with Special Needs (Accelerating)* (3 semester credits)

Students may take this as a non-degree course.

EDUC 6647 - Dynamic Teacher Leadership* (3 semester credits) Students may take this as a non-degree course.

EDUC 6651 - Teacher Leadership in the Classroom: Increasing Learning and Achievement* (3 semester credits)

Students may take this as a non-degree course.

OR for students in Accelerated Program

EDUC 6617 - Teacher Leadership in the Classroom: Increasing Learning and Achievement (Accelerating)* (3 semester credits)

Students may take this as a non-degree course.

EDUC 6655 - Teacher Leadership: Mentoring, Coaching, and Collaboration With Colleagues* (3 semester credits)

Students may take this as a non-degree course.

EDUC 6659 - Teacher Leadership in Professional Learning Communities* (3 semester credits)

Students may take this as a non-degree course.

OR for students in Accelerated Program

EDUC 6618 - Teacher Leadership in Professional Learning Communities (Accelerating)* (3 semester credits)

Students may take this as a non-degree course.

Course Sequence

The recommended course sequence is as follows:

Course	Credits
EDUC 6610 - Teacher as Professional	3 semester credits
EDUC 6640 - Designing Curriculum, Instruction, and Assessment	3 semester credits
EDUC 6651 - Teacher Leadership in the Classroom: Increasing Learning and Achievement	3 semester credits
EDUC 6650 - Enhancing Learning for Diverse Populations	3 semester credits
EDUC 6647 - Dynamic Teacher Leadership	3 semester credits
EDUC 6657 - Creating an Effective Classroom Learning Environment	3 semester credits
EDUC 6655 - Teacher Leadership: Mentoring, Coaching, and Collaboration With Colleagues	3 semester credits
EDUC 6674 - Designing Curriculum, Instruction, and Assessment for Students With Special Needs	3 semester credits
EDUC 6659 - Teacher Leadership in Professional Learning Communities	3 semester credits
EDUC 6733 - Action Research for Educators	3 semester credits

Accelerated Teacher Leadership (Grades K–12) Course Sequence

The recommended course sequence is as follows:

Course	Credits
EDUC 6610 - Teacher as Professional	3 semester

	credits
EDUC 6640 - Designing Curriculum, Instruction, and Assessment	3 semester credits
EDUC 6617 - Teacher Leadership in the Classroom: Increasing Learning and Achievement (Accelerating) (self-directed)	3 semester credits
EDUC 6616 - Enhancing Learning for Diverse Populations (Accelerating) (self- directed)	3 semester credits
EDUC 6647 - Dynamic Teacher Leadership	3 semester credits
EDUC 6604 - Creating an Effective Classroom Learning Environment (Accelerating)	3 semester credits
EDUC 6655 - Teacher Leadership: Mentoring, Coaching, and Collaboration With Colleagues	3 semester credits
EDUC 6619 - Designing Curriculum, Instruction, and Assessment for Students with Special Needs (Accelerating)	3 semester credits
EDUC 6618 - Teacher Leadership in Professional Learning Communities (Accelerating)	3 semester credits
EDUC 6733 - Action Research for Educators	3 semester credits

MS in Health Education and Promotion

The MS in Health Education and Promotion program is designed to provide students with a global perspective on the role of health education and promotion. Students will explore health behavior theories, models, and practices to support healthy behaviors of the individual and community member's social and physical environments. Students gain a solid foundation in the health education field by learning strategies to effectively communicate and assess, plan, implement, and evaluate health education programs in a variety of health related settings. Designed to reflect the Seven Areas of Responsibility for Health Educators outlined by the National Commission for Health Education Credentialing (NCHEC), coursework includes research in essential health education and promotion principles involving grant writing, health communication, fitness, wellness, social sciences, behavior change theory, global trends, needs assessments, and current health initiatives. Graduates of the program will excel serving as resource persons and advocates for clients in the discipline of health education and promotion. Upon completion of the MS in Health Education and Promotion, students will be prepared to sit for the national Certified Health Education Specialist (CHES) and Master Certified Health Education Specialist (MCHES) exams.

Note on Certification

The MS in Health Education and Promotion has been designed to reflect the Seven Areas of Responsibility for Health Educators outlined by the National Commission for Health Education Credentialing (NCHEC) and to prepare students to sit for the national Certified Health Education Specialist (CHES) and Master Certified Health Education Specialist (MCHES) exams. Walden enrollment specialists can provide information relating to national certification exams; however, it remains the individual's responsibility to understand, evaluate, and comply with all requirements relating to national certification exams for the state in which he or she resides. Additionally, prospective students are advised if they choose to relocate to carefully review, evaluate, and understand the requirements of the applicable licensure board in the state in which they intend to relocate. Walden makes no representations or guarantee that completion of Walden coursework or programs will permit an individual to obtain national certification. For more information

about the CHES and MCHES exams, students should visit <http://www.nche.org>.

Learning Outcomes

Graduates of this program will be prepared to:

1. Examine historic milestones, current challenges, and future trends related to health and health education.
2. Analyze biological, social, political, cultural, environmental, and/or behavioral factors that impact individual and population health.
3. Assess community needs and capacity for health education.
4. Develop culturally-tailored health education programs and communication using health behavior theories and models.
5. Evaluate the effectiveness of health education programs, communication, and research.
6. Apply key leadership concepts and skills to effectively administer health education programs and services.
7. Utilize best practices of health communication to promote and advocate for individual and population health.
8. Apply research principles and methods to address 21st-century health challenges.

Degree Requirements

50 total quarter credits Foundation courses (5 credits) Core courses (35 credits) Elective course (5 credits) Capstone course (5 credits)

- Curriculum

-

Foundation Course (5 credits)

HLTH 6005 - Perspectives on Health and the Developing Professional* (5 credits) Students may take this as a non-degree course.

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Core Courses (35 credits)

HLTH 6031 - Public Health Administration and Leadership* (5 credits) Students may take this as a non-degree course.

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HLTH 6038 - Health Behavior Theory* (5 credits) Students may take this as a non-degree course.

HLTH 6110 - Exploring Health Education in the 21st Century* (5 credits) Students may take this as a non-degree course.

HLTH 6205 - Assessing Community Needs for Health Education* (5 credits) Students may take this as a non-degree course.

HLTH 6246 - Introduction to Research in Health Education and Health Promotion* (5 credits) Students may take this as a non-degree course.

HLTH 6412 - Health Education and Communication Strategies* (5 credits) Students may take this as a non-degree course.

HLTH 6475 - Program Planning, Implementation, and Evaluation* (5 credits) Students may take this as a non-degree course.

Elective Course (5 credits)

HLTH 6207 - Grant Writing* (5 credits)

Students may take this as a non-degree course.

HLTH 6362 - Sexual Health and Well-Being (5 credits)

* Students can request via Student Success Advising to change this elective course, or students can opt to add a focus area.

Capstone Course (5 credits)

HLTH 6800 - Health Education and Promotion Capstone (5 credits)

Course Sequence

The recommended course sequence is as follows:

Quarter	Course	Credits
Quarter 1	HLTH 6005 - Perspectives on Health and the Developing Professional	5 credits
Quarter 2	HLTH 6110 - Exploring Health Education in the 21st Century	5 credits
	HLTH 6246 - Introduction to Research in Health Education and Health Promotion	5 credits
Quarter 3	HLTH 6038 - Health Behavior Theory	5 credits
	HLTH 6205 - Assessing Community Needs for Health Education	5 credits
Quarter	Course	Credits
Quarter 4	HLTH 6475 - Program Planning, Implementation, and Evaluation	5 credits

	HLTH 6412 - Health Education and Communication Strategies	5 credits
Quarter 5	HLTH 6031 - Public Health Administration and Leadership	5 credits
	HLTH 6207 - Grant Writing OR HLTH 6362 - Sexual Health and Well-Being	5 credits
Quarter 6	HLTH 6800 - Health Education and Promotion Capstone	5 credits

Focus Areas (not currently accepting new students)

These previous MS in Health Education and Promotion focus areas are no longer accepting new students.

Current students in these focus areas must complete their programs of study in accordance with Walden's Time-to-Degree Completion policies.

☐ Focus Area in Emergency Preparedness (not currently accepting new students)

This program is not currently accepting new students. Current students must complete their programs of study in accordance with Walden's Time-to-Degree Completion policies.

Students in the Emergency Preparedness focus area examine the role that health education and promotion plays in helping populations prepare for, respond to, and recover from emergency situations that impact public health. Students explore critical aspects of emergency management, including ways to assess and mitigate emergency situations; strategies for maximizing safety; systematic approaches for responding to terrorism; and how to deal with disaster, crisis, and trauma.

Degree Requirements

50 total quarter credits for General program; 60 total quarter credits with Focus Area Foundation courses (5 credits)

•
Core courses (35 credits)

•
Elective course (5 credits) for General program; Focus Area courses (15 credits) Capstone course (5 credits)

•
Focus Area Courses (15 credits)

Choose three courses below:

HLTH 6100 - Critical Issues in Emergency Management* (5 credits) Students may take this as a non-degree course.

HLTH 6200 - Risk Assessment, Preparedness, and Disaster Mitigation* (5 credits) Students may take this as a non-degree course.

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HLTH 6300 - Disaster Response and Recovery* (5 credits) Students may take this as a non-degree course.

HLTH 6740 - Disaster, Crisis, and Trauma* (5 credits) Students may take this as a non-degree course.

HLTH 6771 - Terrorism: A Systematic Approach for Emergency Preparedness* (5 credits) Students may take this as a non-degree course.

□ Focus Area in Health Policy and Advocacy (not currently accepting new students)

This program is not currently accepting new students. Current students must complete their programs of study in accordance with Walden's Time-to-Degree Completion policies.

The Health Policy and Advocacy focus area focuses on the role that health education and promotion plays in advocating and implementing legislative health policies, programs, or practices that address health, social, economic, and/or environmental factors that improve health across all populations.

Students examine a broad range of health policy and advocacy topics, including ethics and social justice, diversity and human rights, U.S. health policies and politics, and leadership and organizational change.

Degree Requirements

50 total quarter credits for General program; 60 total quarter credits with Focus Area Foundation courses (5 credits)

Core courses (35 credits)

Elective course (5 credits) for General program; Focus Area courses (15 credits) Capstone course (5 credits)

Focus Area Courses (15 credits)

Choose three courses below:

HLTH 6051 - Diversity, Human Rights, and Social Justice* (5 credits) Students may take this as a non-degree course.

HLTH 6111 - Leadership and Organizational Change* (5 credits) Students may take this as a non-degree course.

HLTH 6112 - Governance and Public Policy* (5 credits) Students may take this as a non-degree course.

HLTH 6280 - Policy and Politics in American Political Institutions* (5 credits) Students may take this as a non-degree course.

HLTH 6405 - Ethics and Social Justice* (5 credits) Students may take this as a non-degree course.

HLTH 6840 - Health Policy and Management* (5 credits) Students may take this as a non-degree course.

□ Focus Area in Population Health (not currently accepting new students)

This program is not currently accepting new students. Current students must complete their programs of study in accordance with Walden's Time-to-Degree Completion policies.

This focus area explores the foundations of population health—including new community medicine structures; socioeconomic determinants of disease; data analytics; and defining health problems, needs, and services within the community. Students can gain the cutting-edge skills and insights needed to educate populations, provide preventive interventions, and help protect the health of populations within our communities.

Degree Requirements

50 total quarter credits for General program; 60 total quarter credits with Focus Area Foundation courses (5 credits)

Core courses (35 credits)

Elective course (5 credits) for General program; Focus Area courses (15 credits) Capstone course (5 credits)

Focus Area Courses (15 credits)

HLTH 6510 - Essentials of the U.S. Healthcare Delivery System and Population Health (5 credits) HLTH 6530 - Disease Prevention and Care Management (5 credits)

HLTH 6540 - Population Health Management Applications (5 credits)

□ Focus Area in Self-Designed (not currently accepting new students)

This program is not currently accepting new students. Current students must complete their programs of study in accordance with Walden's Time-to-Degree Completion policies.

The Self-Designed focus area allows students to customize their studies by choosing 15 elective credits of their choice. These focus areas include courses related to population health, behavioral health, health policy, management and leadership, teaching and learning, global health, and research.

Degree Requirements

50 total quarter credits for General program; 60 total quarter credits with Focus Area Foundation courses (5 credits)

Core courses (35 credits)

Elective course (5 credits) for General program; Focus Area courses (15 credits) Capstone course (5 credits)

Focus Area Courses (15 credits)

Choose three courses below:

HLTH 6051 - Diversity, Human Rights, and Social Justice* (5 credits) Students may take this as a non-degree course.

HLTH 6100 - Critical Issues in Emergency Management* (5 credits) Students may take this as a non-degree course.

HLTH 6111 - Leadership and Organizational Change* (5 credits) Students may take this as a non-degree course.

HLTH 6112 - Governance and Public Policy* (5 credits) Students may take this as a non-degree course.

HLTH 6200 - Risk Assessment, Preparedness, and Disaster Mitigation* (5 credits) Students may take this as a non-degree course.

HLTH 6280 - Policy and Politics in American Political Institutions* (5 credits) Students may take this as a non-degree course.

HLTH 6300 - Disaster Response and Recovery* (5 credits) Students may take this as a non-degree course.

HLTH 6405 - Ethics and Social Justice* (5 credits) Students may take this as a non-degree course.

HLTH 6740 - Disaster, Crisis, and Trauma* (5 credits) Students may take this as a non-degree course.

HLTH 6771 - Terrorism: A Systematic Approach for Emergency Preparedness* (5 credits) Students may take this as a non-degree course.

HLTH 6840 - Health Policy and Management* (5 credits)

Students may take this as a non-degree course.

HLTH 6510 - Essentials of the U.S. Healthcare Delivery System and Population Health (5 credits) HLTH 6530 - Disease Prevention and Care Management (5 credits)

HLTH 6540 - Population Health Management Applications (5 credits)

HLTH 6880 - Social Entrepreneurship and Innovation: A Global Perspective (5 credits) HLTH 6207 - Grant Writing* (5 credits)

Students may take this as a non-degree course.

HLTH 6882 - Improving Healthcare Performance Through Social Entrepreneurship (5 credits)

□ Focus Area in Social Entrepreneurship and Innovation (not currently accepting new students)

This program is not currently accepting new students. Current students must complete their programs of study in accordance with Walden's Time-to-Degree Completion policies.

Designed for entrepreneurial professionals and students across all public health administration disciplines, coursework in this self-designed Walden MS in Health Education and Promotion focus area covers a range of organizational activities and structures, including public, private, and nonprofit sector responses.

Degree Requirements

50 total quarter credits for General program; 60 total quarter credits with Focus Area Foundation courses (5 credits)

◆ Core courses (35 credits)

◆ Elective course (5 credits) for General program; Focus Area courses (15 credits) Capstone course (5 credits)

◆

◆ Focus Area Courses (15 credits)

HLTH 6880 - Social Entrepreneurship and Innovation: A Global Perspective (5 credits) HLTH 6207 - Grant Writing* (5 credits)

Students may take this as a non-degree course.

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HLTH 6882 - Improving Healthcare Performance Through Social Entrepreneurship (5 credits)

Course Sequence with Focus Areas

The recommended course sequence is as follows:

Quarter	Course	Credits
Quarter 1	HLTH 6005 - Perspectives on Health and the Developing Professional	5 credits
	HLTH 6110 - Exploring Health Education in the 21st Century	5 credits
Quarter 2	HLTH 6038 - Health Behavior Theory	5 credits
	HLTH 6205 - Assessing Community Needs for Health Education	5 credits
Quarter 3	HLTH 6475 - Program Planning, Implementation, and Evaluation	5 credits
	HLTH 6412 - Health Education and Communication Strategies	5 credits
Quarter 4	HLTH 6246 - Introduction to Research in Health Education and Health Promotion	5 credits
	HLTH 6031 - Public Health Administration and Leadership	5 credits
Quarter 5	HLTH 6207 - Grant Writing	5 credits
	OR HLTH 6362 - Sexual Health and Well-Being	
	OR Focus Area Course 1	
Quarter 6	HLTH 6800 - Health Education and Promotion Capstone	5 credits
	Focus Area Course 2	5 credits
Quarter 7	Focus Area Course 3	5 credits

MS in Higher Education

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

Note on Teacher Licensure or Certification

This program does not lead to teacher licensure or certification. Teachers are advised to contact their individual school districts as to whether this program may qualify for salary advancement.

Learning Outcomes

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

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

Degree Requirements

30-33 total semester credits (only Adult Learning specialization is 33 semester credits) Foundation course (3 semester credits)

Core courses (9 semester credits)

Specialization courses (15-18 semester credits, depending on the specialization) Capstone course (3 semester credits)

Curriculum

Foundation Course (3 semester credits)

EDUC 6155 - Understanding Higher Education (3 semester credits)

Core Courses (9 semester credits)

EDUC 6156 - Understanding Students: Learning, Development, and Diversity* (3 semester credits) Students may take this as a non-degree course.

EDUC 6157 - Understanding Institutions: Organizational Behavior and Culture* (3 semester credits) Students may take this as a non-degree course.

EDUC 6225 - Foundations of Research* (3 semester credits)

Additional Core Courses/Specialization Courses

These courses are dependent upon the particular specialization. Please see the course list on each specialization page.

□ General Program

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

Specialization Courses (15 semester credits)

EDUC 6260 - Managing Resources for Organizational Success: Human Resources* (3 semester credits)

Students may take this as a non-degree course.

EDUC 6261 - Managing Resources for Organizational Success: Finance* (3 semester credits) Students may take this as a non-degree course.

EDUC 6263 - Best Practices for Student Success* (3 semester credits) Students may take this as a non-degree course.

EDUC 6264 - Program Planning and Assessment* (3 semester credits) Students may take this as a non-degree course.

EDUC 6761 - Globalization in Higher Education* (3 semester credits) Students may take this as a non-degree course.

□ Specialization in Adult Learning

Educators in this specialization examine current theories, research, and best practices that can be applied to create transformative education experiences for adult learners. Through their coursework, they address instructional strategies and management principles that can help them confront pressing issues facing higher education institutions and improve organizational and student success. Educators in this program also explore the globalization of higher education, a trend that eliminates geographical boundaries and enables the sharing of knowledge on a global scale. The Adult Learning specialization is designed to help educators increase their impact as they discover practical learning solutions that integrate the latest technologies across diverse learning environments, including higher education, corporate, nonprofit, government, healthcare, and military settings.

Specialization Courses (18 semester credits)

EDUC 6271 - Theories and Frameworks for Adult Learning* (3 semester credits) Students may take this as a non-degree course.

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EDUC 6274 - Developing a Repertoire of Effective Practices (3 semester credits)

EDUC 6275 - Planning, Assessing, and Improving Learning Experiences (3 semester credits) EDUC 6276 - Facilitating, Collaboration & Group Process (3 semester credits)

EDUC 6277 - Using Technology to Enhance Adult Learning (3 semester credits)

EDUC 6761 - Globalization in Higher Education* (3 semester credits) Students may take this as a non-degree course.

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□ Specialization in College Teaching and Learning

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

Learning Outcomes

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

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

Specialization Courses (15 semester credits)

EDUC 6263 - Best Practices for Student Success* (3 semester credits) Students may take this as a non-degree course.

EDUC 6757 - Planning for Learning* (3 semester credits) Students may take this as a non-degree course.

EDUC 6758 - Creating Engaging Learning Experiences* (3 semester credits) Students may take this as a non-degree course.

EDUC 6759 - Assessing for Learning* (3 semester credits) Students may take this as a non-degree course.

EDUC 6760 - Facilitating Learning Online* (3 semester credits) Students may take this as a non-degree course.

□ Specialization in Enrollment Management and Institutional Marketing

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

Specialization Courses (15 semester credits)

EDUC 6263 - Best Practices for Student Success* (3 semester credits) Students may take this as a non-degree course.

EDUC 6261 - Managing Resources for Organizational Success: Finance* (3 semester credits) Students may take this as a non-degree course.

EDUC 6761 - Globalization in Higher Education* (3 semester credits) Students may take this as a non-degree course.

EDUC 6755 - Principles of Marketing and Enrollment Management* (3 semester credits) Students may take this as a non-degree course.

EDUC 6756 - Emerging Trends in Marketing, Recruitment, and Institutional Promotion* (3 semester credits)

Students may take this as a non-degree course.

□ Specialization in Global Higher Education

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

Specialization Curriculum (15 semester credits)

EDUC 6263 - Best Practices for Student Success* (3 semester credits) Students may take this as a non-degree course.

EDUC 6261 - Managing Resources for Organizational Success: Finance* (3 semester credits)

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Students may take this as a non-degree course.

EDUC 6264 - Program Planning and Assessment* (3 semester credits) Students may take this as a non-degree course.

EDUC 6761 - Globalization in Higher Education* (3 semester credits) Students may take this as a non-degree course.

EDUC 6762 - Administering International Higher Education Programs* (3 semester credits) Students may take this as a non-degree course.

□ Specialization in Leadership for Student Success

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

Specialization Courses (15 semester credits)

EDUC 6263 - Best Practices for Student Success* (3 semester credits) Students may take this as a non-degree course.

EDUC 6261 - Managing Resources for Organizational Success: Finance* (3 semester credits) Students may take this as a non-degree course.

EDUC 6761 - Globalization in Higher Education* (3 semester credits) Students may take this as a non-degree course.

EDUC 6751 - Creating Supportive Learning and Service Environments* (3 semester credits) Students may take this as a non-degree course.

EDUC 6752 - Leading Change in Student Support Programs* (3 semester credits) Students may take this as a non-degree course.

□ Specialization in Online and Distance Learning

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

Specialization Courses (15 semester credits)

EDUC 6263 - Best Practices for Student Success* (3 semester credits) Students may take this as a non-degree course.

EDUC 6261 - Managing Resources for Organizational Success: Finance* (3 semester credits) Students may take this as a non-degree course.

EDUC 6761 - Globalization in Higher Education* (3 semester credits) Students may take this as a non-degree course.

EDUC 6210 - Online Instructional Strategies (3 semester credits) EDUC 6211 - Assessments in Online Environments (3 semester credits)

Capstone Course (3 semester credits)

EDUC 6990 - Capstone: Practical Application in the Early Childhood Field (3 semester credits)

Course Sequence

The course sequence for this specialization is dependent upon the student's Program of Study. Students work directly with their student success advisor to ensure the appropriate course sequence based on course availability.

MS in Instructional Design and Technology

The MS 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 MS 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.

Note on Teacher Licensure or Certification

This program does not lead to teacher licensure or certification. Teachers are advised to contact their individual school districts as to whether this program may qualify for salary advancement.

Learning Outcomes

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

1. Design and implement conditions for learning by applying principles, theories, and research associated with instructional systems design, message design, instructional strategies, and learner characteristics.
2. Develop instructional materials and experiences by applying principles, theories, and research related to print, audiovisual, computer-based, and integrated technologies.
3. Use processes and resources for learning by applying principles, theories, and research related to media utilization, diffusion, implementations, and policy making.
4. Plan, organize, coordinate, and supervise instructional technology by applying principles, theories, and research related to project, resource, delivery system, and information management.
5. Evaluate the adequacy of instruction and learning by applying principles, theories, and research related to problem analysis, criterion references measurement, formative and summative evaluation, and long-range planning.
6. Demonstrate the ability to facilitate equitable access to instructional materials for all learners.
7. Demonstrate the ability to apply common technology tools to create innovative learning solutions and materials.

Degree Requirements

30 total semester credits; 36 semester credits for specializations Core courses (27 semester credits)

Capstone course (3 semester credits)

Optional specialization courses (6 semester credits)

Curriculum

Core Courses (27 semester credits)

EDUC 6105 - Organizations, Innovation, and Change* (3 semester credits) Students may take this as a non-degree course.

EDUC 6115 - Learning Theories and Instruction* (3 semester credits) Students may take this as a non-degree course.

EIDT 6121 - Multimedia Design and Development I (3 semester credits) EIDT 6122 - Multimedia Design and Development II (3 semester credits) EIDT 6100 - Instructional Design* (3 semester credits)

Students may take this as a non-degree course.

EIDT 6110 - Advanced Instructional Design* (3 semester credits) Students may take this as a non-degree course.

EDUC 6125 - Foundations of Research* (3 semester credits) Students may take this as a non-degree course.

EDUC 6135 - Distance Learning* (3 semester credits) Students may take this as a non-degree course.

EDUC 6145 - Project Management in Education and Training* (3 semester credits) Students may take this as a non-degree course.

Specialization Courses (6 semester credits)

These courses are dependent upon the particular specialization. Please see the course list on each specialization page.

Specialization in Online Learning

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

Learning Outcomes

In this specialization, students will:

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

Specialization Courses (6 semester credits)

EIDT 6510 - Online Instructional Strategies* (3 semester credits) Students may take this as a non-degree course.

EIDT 6511 - Assessments in Online Environments* (3 semester credits) Students may take this as a non-degree course.

Specialization in 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.

Specialization Courses (6 semester credits)

EIDT 6500 - Performance Improvement* (3 semester credits) Students may take this as a non-degree course.

EIDT 6501 - Training and Development* (3 semester credits) Students may take this as a non-degree course.



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Capstone Course (3 semester credits)

EIDT 6910 - Capstone: Practical Application of Instructional Design (3 semester credits)

Additional Technology Requirements

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

Windows Vista or Mac OS X



♦ Free, downloadable software programs that may be required in order to complete the course and program requirements



Course Sequence

The recommended course sequence is as follows:

General Program

Semester	Course	Credits
Semester 1	EDUC 6105 - Organizations, Innovation, and Change	3 semester credits
	EDUC 6115 - Learning Theories and Instruction	3 semester credits
Semester 2	EIDT 6121 - Multimedia Design and Development I	3 semester credits
	EIDT 6122 - Multimedia Design and Development II	3 semester credits
Semester 3	EIDT 6100 - Instructional Design	3 semester credits
	EIDT 6110 - Advanced Instructional Design	3 semester credits
Semester 4	EDUC 6125 - Foundations of Research	3 semester credits
	EDUC 6135 - Distance Learning	3 semester credits
Semester 5	EDUC 6145 - Project Management in Education and Training	3 semester credits
	EIDT 6910 - Capstone: Practical Application of Instructional	3 semester

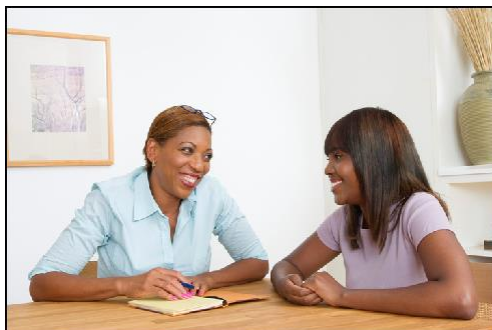
Design	credits
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Optional Specializations

Semester	Course	Credits
Semester 1	EDUC 6105 - Organizations, Innovation, and Change	3 semester credits
	EDUC 6115 - Learning Theories and Instruction	3 semester credits
Semester	Course	Credits
Semester 2	EIDT 6121 - Multimedia Design and Development I	3 semester credits
	EIDT 6122 - Multimedia Design and Development II	3 semester credits
Semester 3	EIDT 6100 - Instructional Design	3 semester credits
	EIDT 6110 - Advanced Instructional Design	3 semester credits
Semester 4	EDUC 6125 - Foundations of Research	3 semester credits
	EDUC 6135 - Distance Learning	3 semester credits
Semester 5	EDUC 6145 - Project Management in Education and Training	3 semester credits
	Specialization Course 1	3 semester credits
Semester 6	Specialization Course 2	3 semester credits
	EIDT 6910 - Capstone: Practical Application of Instructional Design	3 semester credits

MS in Psychology

The MS 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.



Note: The MS in Psychology program is offered in two different learning modalities: the course-based modality and the competency-based modality, Tempo Learning®.

Note on Licensure

The MS in Psychology is not a licensure program and does not prepare an individual to become a licensed psychology professional.

Learning Outcomes

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

1. Describe the foundations of psychology.
2. Synthesize psychological theory and research to apply in real-world situations, such as in educational, social, organizational, and health settings.
3. Interpret psychological theory and research.
4. Describe psychological theory, research, and practice from a multicultural and/or global perspective.
5. Apply psychological theory, research, and practice to scholarly and/or professional activities that promote positive social change.

Course-Based Program

Degree Requirements

48 quarter credits (63 credits for Applied Behavioral Analysis) Foundation course (3 credits)

◆ Core courses (25 credits)

◆ Specialization courses (15 credits; 30 credits for Applied Behavioral Analysis) Capstone (5 credits)

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Specialization Courses (15 credits; 30 credits for Applied Behavior Analysis)

These courses are dependent upon the particular specialization. Please see the course list on each specialization page.

□ Specialization in General Psychology

The General Psychology specialization prepares students to apply theories to practice and to conceptualize social science research.

Specialization Curriculum

PSYC 6245 - Social Psychology* (5 credits)

Students may take this as a non-degree course.

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PSYC 6220 - Psychology of Personality* (5 credits) Students may take this as a non-degree course.

◆ PSYC 6238 - Cognitive and Affective Bases of Behavior* (5 credits) Students may take this as a non-degree course.

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□ Specialization in Applied Behavior Analysis

The Applied Behavior Analysis (ABA) specialization can prepare students to help people with autism and developmental disabilities engage more successfully with the world. ABA is an evidence-based therapy used with both adults and children, particularly those on the autism spectrum. Students have the opportunity to study how the principles of human behavior can transform problem behaviors, build positive social skills, and improve lives.

This specialization offers a course sequence verified by the Association for Behavior Analysis International (ABAI), which meets the coursework requirements to sit for the Board Certified Behavior Analyst® (BCBA®) exam.* Graduates of this program who wish to pursue certification must also complete a period of supervised practical experience as defined by the Behavior Analysis Certification Board®. Walden does not offer the fieldwork component required for the BCBA exam.

*The MS in Psychology program's Applied Behavior Analysis specialization has been designed to offer acceptable graduate coursework in behavior analysis (Verified Course Sequence as approved by ABAI and accepted by Behavior Analyst Certification Board) and prepare students to sit for the Board Certified Behavior Analyst® (BCBA®) exam, which is administered by the BACB. Walden University does not offer the fieldwork experience required for eligibility to sit for the BCBA exam.

Walden enrollment specialists can provide information relating to national certification exams; however, it remains the individual student's responsibility to understand, evaluate, and comply with all requirements relating to national certification exams for the state in which he or she intends to practice. Walden makes no representations or guarantee that completion of Walden coursework or programs will permit an individual to obtain national certification. For more information on applying for certification from BACB®, visit www.bacb.com/bcba.

Note: This specialization is for Track 1 students only.

Degree Requirements

63 quarter credits Foundation course (3 credits) Core courses (25 credits)

◆ Specialization courses (30 credits) Capstone (5 credits)

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◆ Specialization Courses (30 credits)

PSYC 6731 - Concepts and Principles of Behavioral Analysis (5 credits)

PSYC 6733 - Ethical, Legal, and Professional Issues in Behavioral Analysis (5 credits) PSYC 6734 - Introduction to Behavioral Assessment and Intervention (5 credits)

PSYC 6735 - Research Methods for Behavioral Analysis (5 credits)

PSYC 6736 - Advanced Behavioral Assessment and Intervention (5 credits)

PSYC 6738 - Applications and Special Topics in Applied Behavior Analysis: Supervision and Autism Spectrum Disorder* (5 credits)

Students may take this as a non-degree course.

Course Sequence

Students undertake courses in the following sequence.

Quarter	Course	Credits
Quarter 1	PSYC 6002 - Foundations of Graduate Study in Psychology	3 credits
	PSYC 6215 - Lifespan Development	5 credits
Quarter 2	RSCH 6110Y - Research Theory, Design, and Methods	5 credits
	PSYC 6717 - Foundation and Philosophy of Behavior Analysis	5 credits
Quarter 3	PSYC 6800 - Applied Psychology Research Methods	5 credits
	PSYC 6731 - Concepts and Principles of Behavioral Analysis	5 credits
Quarter 4	PSYC 6733 - Ethical, Legal, and Professional Issues in Behavioral Analysis	5 credits
	PSYC 6734 - Introduction to Behavioral Assessment and Intervention	5 credits
Quarter 5	PSYC 6735 - Research Methods for Behavioral Analysis	5 credits
	PSYC 6736 - Advanced Behavioral Assessment and Intervention	5 credits
Quarter 6	PSYC 6738 - Applications and Special Topics in Applied Behavior Analysis: Supervision and Autism Spectrum Disorder	5 credits
	PSYC 6701 - Culture and Psychology	5 credits
Quarter 7	PSYC 6393 - Capstone	5 credits

□ Specialization in Applied Psychology

The Applied Psychology specialization provides students with a broad exposure to the field of psychology including both research and practice-oriented elements of the profession. Students can explore the fundamentals of psychology, including methods, theory, and principles of the field while also learning about psychopathology, intervention, and principles of ethics in professional psychology practice. This specialization provides a foundation for doctoral study in clinical psychology for students considering practicing professionally at the doctoral level.

Specialization Curriculum

PSYC 6225 - Biopsychology* (5 credits)

Students may take this as a non-degree course.

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PSYC 6315 - Tests and Measurement* (5 credits) Students may take this as a non-degree course.

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PSYC 6781 - Psychopathology From a Clinical Perspective* (5 credits) Students may take this as a non-degree course.

□ Specialization in Digital Psychology

The specialization focuses on how psychological aspects of human lives—including human development, actions, behaviors, and society—are shaped by digital media and technology. This specialization focuses on examining human development in the digital age, investigating the influence of digital media and technology on people's personal and social lives, and understanding digital data in the changing economic and digital landscape.

In today's world, all aspects of human growth and development are influenced greatly by digital media and technology. Starting from birth through adolescence and adulthood, our lives are influenced by and dependent upon digital technology. Currently, many aspects of our personal and social lives are influenced by digital technology such as use of the internet or digital services for entertainment, communication, education, employment, social media, and online dating/romantic relationships; use of apps for conveyances, home delivery services, medical services, online shopping, and online banking and finances. Along with the positive aspects, the digital world also brings challenges that include criminal activities such as cyber- and digital victimization, human trafficking, breach of privacy and security, financial crimes to name a few. It is important for digital consumers to understand the critical value of digital literacy, as well as digital and cyber security. Similarly, understanding digital data in the changing economic landscape is crucial for businesses to be successful. This specialization will also examine how businesses use digital technology to understand consumer behavior and utilize digital analytics for improving business performance.

Note: The Digital Psychology specialization is only available for students in Track 1.

Specialization Curriculum

PSYC 6121 - Development in the Digital Age* (5 credits) Students may take this as a non-degree course.

PSYC 6123 - Personal and Social Life in the Digital World* (5 credits) Students may take this as a non-degree course.

PSYC 6122 - Understanding Digital Data in the Changing Economic Landscape* (5 credits) Students may take this as a non-degree course.

□ Specialization in Educational Psychology

The Educational Psychology specialization emphasizes the study of cognition, motivation, lifespan development, and learning for individuals ranging from high achievers to those whose needs are more specialized. This specialization can provide students with a multicultural perspective in understanding, evaluating, and applying research. Students can gain the skills and knowledge to enhance their work in the classroom and other educational settings. Students can also prepare for doctoral study in educational psychology.

Specialization Curriculum

PSYC 6765 - Educational Psychology* (5 credits) Students may take this as a non-degree course.

AND Select two courses from the following:

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PSYC 6620 - Adult Learning* (5 credits)

Students may take this as a non-degree course.

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PSYC 6315 - Tests and Measurement* (5 credits) Students may take this as a non-degree course.

PSYC 6131 - Theories of Learning* (5 credits) Students may take this as a non-degree course.

□ Specialization in Health Psychology

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The Health Psychology specialization provides students with a broad understanding of the field of psychology, along with a specific focus on the knowledge and skills required to work in the fields of health, illnesses, prevention of illnesses, and health promotion. Students participate in courses that stimulate critical thinking through the use of applied learning methods (such as program evaluation) that facilitate applications of psychological theories and principles to the understanding of the impact of illnesses and stress on the health of individuals. The program specialization provides students with basic qualifications to begin work in the field of health psychology. It prepares students to start entry-level careers in healthcare organizations, communities, mental health agencies, and other settings. This specialization also provides a strong foundation for a doctoral degree in health psychology.

Specialization Curriculum

PSYC 6745 - Health Psychology* (5 credits) Students may take this as a non-degree course.

AND Select two courses from the following: PSYC 6225 - Biopsychology* (5 credits)

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Students may take this as a non-degree course.

PSYC 6747 - Psychoneuroimmunology* (5 credits) Students may take this as a non-degree course.

PSYC 6242 - Changing Health Behavior: Theory and Practice* (5 credits) Students may take this as a non-degree course.

□ Specialization in Social Psychology

The Social Psychology specialization integrates knowledge about individual, group, and organizational processes while studying a range of social topics. Students gain a broad understanding of the impact of social factors and situational variables that influence human development and social interaction and behavior.

Specialization Curriculum

PSYC 6245 - Social Psychology* (5 credits)

Students may take this as a non-degree course.

AND Select two courses from the following:

PSYC 6296 - Social Cognition and Attitudes* (5 credits) Students may take this as a non-degree course.

PSYC 6202 - Survey Research Methods* (5 credits) Students may take this as a non-degree course.

PSYC 6640 - Applied Social Psychology* (5 credits) Students may take this as a non-degree course.

□ Specialization in Self-Designed

The Self-Designed specialization lets students design their own program of study. This offering allows students maximum flexibility to design a program that closely matches their personal and professional goals. Choose any three 6000-level psychology courses for the specialization course requirement.

Curriculum

There are two tracks in the MS in Psychology program:

Track 1 is for students who want to advance in their careers. (The Applied Behavior Analysis specialization is for Track 1 students only.)

Track 2 is for those who intend to further their studies in a doctoral program.

Tracks

Track 1

For students who want to advance in their careers. (The Applied Behavior Analysis specialization is for Track 1 students only.)

Foundation Course (3 credits)

PSYC 6002 - Foundations of Graduate Study in Psychology (3 credits)

Core Courses (25 credits)

PSYC 6200 - Themes and Theories of Psychology (5 credits) PSYC 6215 - Lifespan Development* (5 credits)

Students may take this as a non-degree course.

PSYC 6701 - Culture and Psychology* (5 credits) Students may take this as a non-degree course.

RSCH 6110 - Research Theory, Design, and Methods (5 credits) PSYC 6800 - Applied Psychology Research Methods (5 credits)

Capstone Course (5 credits)

PSYC 6393 - Capstone (5 credits)

Course Sequence—Track 1

Students undertake courses in the following sequence.

Quarter	Course	Credits
Quarter 1	PSYC 6002 - Foundations of Graduate Study in Psychology	3 credits
	PSYC 6200 - Themes and Theories of Psychology	5 credits
Quarter 2	PSYC 6215 - Lifespan Development	5 credits
	PSYC 6701 - Culture and Psychology	5 credits
Quarter 3	RSCH 6110 - Research Theory, Design, and Methods	5 credits
	Specialization Course	5 credits
Quarter 4	PSYC 6800 - Applied Psychology Research Methods	5 credits
	Specialization Course	5 credits
Quarter	Course	Credits
Quarter 5	Specialization Course	5 credits

PSYC 6393 - Capstone	5 credits
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Track 2

For those who intend to further their studies in a doctoral program.

Foundation Course (3 credits)

PSYC 6002 - Foundations of Graduate Study in Psychology (3 credits)

Core Courses (25 credits)

PSYC 6200 - Themes and Theories of Psychology (5 credits) PSYC 6215 - Lifespan Development* (5 credits)

Students may take this as a non-degree course.

PSYC 6701 - Culture and Psychology* (5 credits) Students may take this as a non-degree course.

RSCH 6110 - Research Theory, Design, and Methods (5 credits) RSCH 6210 - Quantitative Reasoning and Analysis (5 credits)

Capstone Course (5 credits)

PSYC 6393 - Capstone (5 credits)

Course Sequence—Track 2

Students undertake courses in the following sequence.

Quarter	Course	Credits
Quarter 1	PSYC 6002 - Foundations of Graduate Study in Psychology	3 credits
	PSYC 6200 - Themes and Theories of Psychology	5 credits
Quarter 2	PSYC 6215 - Lifespan Development	5 credits
	PSYC 6701 - Culture and Psychology	5 credits
Quarter 3	RSCH 6110 - Research Theory, Design, and Methods	5 credits
	Specialization Course	5 credits
Quarter 4	RSCH 6210 - Quantitative Reasoning and Analysis	5 credits
	Specialization Course	5 credits
Quarter 5	Specialization Course	5 credits
	PSYC 6393 - Capstone	5 credits

Tempo Learning® Program

Tempo Learning® is Walden's competency-based education modality, an alternative way of earning a Walden degree offered for some Walden programs. Instead of courses, the Walden Tempo Learning® program is comprised of competencies and rigorous assessments. Students progress through the Tempo Learning® model by successfully passing competency assessments. A student must successfully achieve or master all competency assessments to graduate from the program.

Students earn the same Walden degree whether they choose the course-based or the competency-based modality.

Degree Requirements

48 quarter credits

• Foundation competencies (3 credits) Core competencies (25 credits) Specialization competencies (15 credits) Capstone competencies (5 credits)

• Curriculum

Foundation Competencies (3 credits)

PSYC 6002 - Foundations of Graduate Study in Psychology (3 credits) GS001 Field of Psychology

Describe alignment of professional goals for positive social change. GS002 Academic Goals

• Demonstrate skills to further academic goals. GS003 Professional Goals

• Demonstrate skills to further professional goals.

Core Competencies (25 credits)

PSYC 6200 - Themes and Theories of Psychology (5 credits) PT001 Psychological Themes and Theories

Evaluate key concepts in theories. PT002 Human Behavior

• Evaluate how theories relate to human behavior in diverse settings.

• PT003 Research

Evaluate how research informs psychological theories.

PSYC 6215 - Lifespan Development* (5 credits)

LF001 Theories and Processes of Development

Evaluate constructs, processes, and theories related to developmental psychology. LF002 Developmental Concepts

Analyze developmental concepts as applied to the life of an individual. LF003 Lifespan

Synthesize environmental, biological, and cultural influences on development throughout the lifespan.

Students may take this as a non-degree course.

PSYC 6700 - Psychology and Social Change* (5 credits) CU001 Culture and Human Development

Evaluate the effect of culture on social, emotional, and cognitive developmental processes and human behavior to gain a better understanding of individuals across the world.

CU002 Social Roles and Social Behavior

Analyze how culture influences socialization, social roles, social cognition, and social behavior to gain a greater appreciation of cultural appropriate behaviors in varied settings.

CU003 Culture and Psychological Well-Being

Use cross-cultural strategies to understand psychological disorders and to promote mental health attitudes, beliefs, and practices.

CU004 Cross-Cultural Research

Promote a global perspective of psychology using cross-cultural research and methods to encourage positive social change.

Students may take this as a non-degree course.

PSYC 6800 - Applied Psychology Research Methods (5 credits) PS001 Data Collection and Management

Collect, manage, and clean quantitative data to develop core skills for problem-solving. PS002 Data Analysis

Analyze quantitative data to answer questions to solve problems in real world situations.

PS003 Data Interpretation

Interpret quantitative data to make generalizations for positive social change.

RSCH 6110 - Research Theory, Design, and Methods (5 credits)

RT001 Philosophy of Science, Theory, and Social Change

Analyze the roles of philosophy, theory, and social change in research. RT002 Quantitative Research

Assess quantitative research studies for quality and for alignment among critical research components.

RT003 Qualitative Research

Assess qualitative research studies for quality and for alignment among critical research components.

RT004 Mixed Methods Research

Assess mixed methods research (MMR) studies for quality and for alignment among critical research components.

Specialization Competencies (15 credits)

These courses are dependent upon the particular specialization. Please see the course list on each specialization page.

▣ Specialization in General Psychology

The General Psychology specialization prepares students to apply theories to practice and to conceptualize social science research.

Specialization Competencies (15 credits)

PSYC 6220 - Psychology of Personality* (5 credits) PZ001 Personality Theories

Analyze theories of personality development to better understand individuals in varied settings.

PZ002 Personality Assessment

Apply personality assessment techniques to better understand personality types. PZ003 Research in Personality

Synthesize research related to the psychology of personality to promote psychological well-being.

Students may take this as a non-degree course.

PSYC 6238 - Cognitive and Affective Bases of Behavior* (5 credits)

CA001 Theoretical Perspectives

Evaluate theories related to cognitive psychology including intelligence, language, and memory to better understand human behavior in a variety of settings.

CA002 Cognitive Processes

Evaluate cognitive processes to understand their role in human functioning (i.e., attention, perception, problem solving, decision making, higher order functioning).

CA003 Affective Behavior

Analyze the role of emotions on cognitive processes to better understand individuals in varied settings.

Students may take this as a non-degree course.

PSYC 6245 - Social Psychology* (5 credits)

SO001 Research Methods

Synthesize research related to a social problem.

SO002 Theoretical Perspective and Concepts of Social Psychology Analyze theoretical perspectives related to social psychology.

SO003 Cultural Factors and Social Agents That Influence Human Behavior

Analyze cultural factors and social agents to understand and explain social phenomena and human behavior.

Students may take this as a non-degree course.

Capstone Competencies (5 credits)

PSYC 6393 - Capstone (5 credits) SS001 Research Strategies

Analyze the research strategies that address contemporary issues or problems based on applied research in the field of psychology.

SS002 Issues or Problems in Psychology

Apply psychology to contemporary issues or problems in either the workplace, community, or world.

SS003 Literature Reviews

Synthesize literature related to the field of psychology that is focused on contemporary issues or problems in the workplace, community, or world.

Note on Curriculum

In an effort to ensure competencies are kept up to date and relevant to meet the learning outcomes of the program, the number and subject matter of individual competencies needed to satisfy program course requirements may change. However, program outcomes and the number and subject matter of courses will not be impacted. As a result, the required competencies listed in a student's individual learning plan may differ from what is currently listed in the catalog.

Education Specialist (EdS) in Curriculum, Instruction, and Assessment

The Education Specialist (EdS) in Curriculum, Instruction, and Assessment program is designed for classroom teachers, curriculum specialists, department chairs, directors of instruction, administrators, and any educator who seeks to influence positive educational change and improved student achievement through effective curriculum, instruction, and assessment. Through this program, educators are provided opportunities to develop best practices in learner-centered curriculum and instructional design and strategies, effective teaching, program evaluation, student assessment, and teacher professional development. Scenarios drawn from real life require learners to think critically about ways to drive innovation and change at the systemic level—including local school districts as well as regional, state, and federal education agencies—and apply strategies that can effect measurable improvement in P–12 schools. The critical-thinking skills needed to shape schools and school systems in order to meet the diverse needs of all students are emphasized in course projects and activities.

Note on Educator Licensure or Certification

This program does not lead to educator licensure or certification. Educators are advised to contact their individual school districts as to whether this program may qualify for salary advancement.

Learning Outcomes

All EdS graduates will be prepared to:

1. Apply discipline-specific knowledge to address issues in educational settings.
2. Apply evidence-based practices to address a problem within the academic and/or work environment and propose a solution.
3. Communicate information to a variety of stakeholders using oral and written formats.
4. Practice ethically as a professional in the field of education.
5. Collaborate with diverse stakeholders to promote continuous improvement in educational settings.
6. Advocate for social change to make a positive impact in educational settings.

In addition to the shared EdS outcomes above, Curriculum, Instruction, and Assessment graduates will be prepared to:

1. Support learning for a diverse student population through the use of technology in effectively designed curriculum.
2. Increase skills surrounding program design and evaluation through the use of professional development.
3. Demonstrate knowledge of educational trends/ issues in education to promote social change and make a positive impact in school and community environments.
4. Utilize data-driven learner-centered assessment to promote continuous improvement in learning and teaching.
5. Collaborate with diverse stakeholders, including families, school, and community members in order to advocate for student needs.
6. Practice ethically in the profession.
7. Demonstrate an understanding of the importance of community service and citizenship through the integration of content curriculum and instruction with real- world projects outside of the classroom.
8. Design a scholarly response to address a curriculum, instruction, and assessment problem and contribute to the profession.

Degree Requirements

45 total quarter credits Foundation course (5 credits) Research course (5 credits) Specialization courses (30 credits)

EdS Capstone Project (5 credits) ePortfolio

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Curriculum

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Foundation Course (5 credits)

EDSD 7002 - Leading the Future of Education (5 credits)

OR

EDSD 7006 - Leading the Future of Education* (5 credits) Students may take this as a non-degree course.

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(6-week option)

Research Course (5 credits)

RSCH 7110 - Research Theory, Design, and Methods (5 credits)

Specialization Courses (30 credits)

EDSD 7050 - Curriculum, Instruction, and Assessment: A Systems Perspective* (5 credits) Students may take this as a non-degree course.

EDSD 7101 - Learner-Centered Curriculum* (5 credits) Students may take this as a non-degree course.

EDSD 7102 - Promoting the Success of Diverse Learners* (5 credits) Students may take this as a non-degree course.

EDSD 7051 - Data-Driven Instruction and Assessment (5 credits) EDSD 7052 - Curriculum Design to Promote Social Change (5 credits)

EDSD 7106 - Program Evaluation for Continuous Improvement (5 credits)

Capstone Course (5 credits)

EDSD 7900 - EdS Capstone Project: Creating and Supporting Effective Educational Practices (5 credits)

Course Sequence

The recommended course sequence is as follows:

Quarter	Course	Credit
Quarter 1	EDSD 7002 - Leading the Future of Education OR EDSD 7006 - Leading the Future of Education (6-week option)	5 credits
Quarter 2	EDSD 7050 - Curriculum, Instruction, and Assessment: A Systems Perspective	5 credits
Quarter 3	EDSD 7101 - Learner-Centered Curriculum	5 credits
Quarter 4	RSCH 7110 - Research Theory, Design, and Methods	5 credits
Quarter 5	EDSD 7102 - Promoting the Success of Diverse Learners	5 credits

Quarter	Course	credits
Quarter 6	EDSD 7051 - Data-Driven Instruction and Assessment	5 credits
Quarter 7	EDSD 7052 - Curriculum Design to Promote Social Change	5 credits
Quarter 8	EDSD 7106 - Program Evaluation for Continuous Improvement	5 credits
Quarter 9	EDSD 7900 - EdS Capstone Project: Creating and Supporting Effective Educational Practices	5 credits

Education Specialist (EdS) in Early Childhood Education

Educators prepare to become more effective early childhood leaders and advocate for and foster positive outcomes for young children and their families in the Education Specialist (EdS) in Early Childhood Education program. Educators in this program explore the complex family, cultural, societal, and developmental influences that affect child development and learning and critically review current research in the field. They analyze topics such as child development, family partnerships, content knowledge, assessment, effective practices, leadership, advocacy, and professionalism. Through case studies and innovative technology, professionals examine the quality of early childhood programs and policies, implement strategies to promote positive outcomes for young children, and evaluate the leadership characteristics necessary to implement effective change.

Coursework in this specialization is designed to reflect the advanced early childhood professional guidelines set forth by the National Association for the Education of Young Children.

Note on Educator Licensure or Certification

This program does not lead to educator licensure or certification. Educators are advised to contact their individual school districts as to whether this program may qualify for salary advancement.

Learning Outcomes

All EdS graduates will be prepared to:

1. Apply discipline-specific knowledge to address issues in educational settings.
2. Apply evidence-based practices to address a problem within the academic and/or work environment and propose a solution.
3. Communicate information to a variety of stakeholders using oral and written formats.
4. Practice ethically as a professional in the field of education.
5. Collaborate with diverse stakeholders to promote continuous improvement in educational settings.
6. Advocate for social change to make a positive impact in educational settings.

In addition to the shared EdS outcomes above, Early Childhood Education (Non-Licensure) graduates will be prepared to:

1. Apply research-based skills in the areas of child development and learning to evaluate practices and policies.
2. Apply effective leadership practices, including collaboration and advocacy, to promote positive outcomes for young children and families.
3. Apply responsible assessment practices to support healthy development and positive learning outcomes for young children.
4. Demonstrate an understanding of cultural responsiveness in interactions with children, families, community members, and early childhood professionals.
5. Integrate professional resources, including technology, to create effective solutions to authentic problems in the early childhood field.
6. Apply a variety of perspectives that are knowledgeable, reflective, and critical to promote professional growth and positive social change in the early childhood field.
7. Design a scholarly response to address an early childhood education problem and contribute to the profession.

Degree Requirements

45 total quarter credits Foundation course (5 credits) Research course (5 credits) Specialization courses (30 credits)
EdS Capstone Project (5 credits) ePortfolio

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Curriculum (45 total credits)

Foundation Course (5 credits)

EDAD 7002 - Foundations: Administrator Leadership for Teaching and Learning (6 semester credits)

OR

EDSD 7006 - Leading the Future of Education* (5 credits) Students may take this as a non-degree course.
(6-week version)

Research Course (5 credits)

RSCH 7110 - Research Theory, Design, and Methods (5 credits)

Specialization Courses (30 credits)

EDSD 7080 - Child Development in the Critical Early Years* (5 credits) Students may take this as a non-degree course.

EDSD 7081 - The Language/Literacy Continuum From Birth Through Age 8* (5 credits) Students may take this as a non-degree course.

EDSD 7082 - Meaningful Learning Experiences in Supportive Environments (5 credits)

EDSD 7083 - Assessment Practices to Promote Healthy Development and Learning (5 credits) EDSD 7084 - Evaluating and Supporting Early Childhood Programs (5 credits)

EDSD 7085 - Inspired Leadership, Informed Advocacy, and Improved Policy (5 credits)

Capstone (5 credits)

EDSD 7900 - EdS Capstone Project: Creating and Supporting Effective Educational Practices (5 credits)

Course Sequence

The recommended course sequence is as follows:

Quarter	Course	Credits
Quarter 1	EDSD 7002 - Leading the Future of Education OR EDSD 7006 - Leading the Future of Education (6-week version)	5 credits
Quarter 2	EDSD 7080 - Child Development in the Critical Early Years	5 credits
Quarter 3	EDSD 7081 - The Language/Literacy Continuum From Birth Through Age 8	5 credits
Quarter 4	RSCH 7110 - Research Theory, Design, and Methods	5 credits
Quarter 5	EDSD 7082 - Meaningful Learning Experiences in Supportive Environments	5 credits
Quarter 6	EDSD 7083 - Assessment Practices to Promote Healthy Development and Learning	5 credits
Quarter 7	EDSD 7084 - Evaluating and Supporting Early Childhood Programs	5 credits
Quarter 8	EDSD 7085 - Inspired Leadership, Informed Advocacy, and Improved Policy	5 credits
Quarter 9	EDSD 7900 - EdS Capstone Project: Creating and Supporting Effective Educational Practices	5 credits

Education Specialist (EdS) in Educational Administration and Leadership

The Education Specialist (EdS) in Educational Administration and Leadership program is designed for P–12 administrators who want to increase their ability to influence and transform their educational organization. Leaders can learn about sustainability in their settings and how to nurture their schools to become or remain thriving organizations. Graduates from this EdS program will be able to integrate theory and practice to impact both their careers and the lives of their students,

and they can gain skills to build an effective collaborative organization and enhance the P–12 student learning environment.

This program does not lead to certification or licensure.

Note on Educator Licensure or Certification

This program does not lead to educator licensure or certification. Educators are advised to contact their individual school districts as to whether this program may qualify for salary advancement.

Learning Outcomes

All EdS graduates will be prepared to:

1. Apply discipline-specific knowledge to address issues in educational settings.
2. Apply evidence-based practices to address a problem within the academic and/or work environment and propose a solution.
3. Communicate information to a variety of stakeholders using oral and written formats.
4. Practice ethically as a professional in the field of education.
5. Collaborate with diverse stakeholders to promote continuous improvement in educational settings.
6. Advocate for social change to make a positive impact in educational settings.

In addition to the shared EdS outcomes above, Educational Administration and Leadership (Non-Licensure) graduates will be prepared to:

1. Demonstrate knowledge of current literature/ trends in education.
2. Effectively communicate with others (e.g., verbal, non-verbal, written, and technology-based).
3. Actively participate in addressing the diverse learning needs of students in the school community through collaboration with a variety of stakeholders.
4. Demonstrate knowledge of effectively managing resources to improve the learning environment.
5. Demonstrate the ability to develop materials that contribute to an effective learning environment to improve learning.
6. Demonstrate the use of technology that can be used to support student learning.
7. Demonstrate the use of technology that can be used to support student learning.
8. Demonstrate an understanding of cultural responsiveness in interactions with students, teachers/faculty, staff, stakeholders, and the community to encourage a diverse learning environment.
9. Demonstrate positive professional dispositions (professional conduct, professional qualities, communication, and collaboration).
10. Promote positive social change in the learning environment.
11. Design a scholarly response to address an educational, administration, and leadership problem and contribute to the profession.

Degree Requirements

45 total quarter credits Foundation course (5 credits) Research course (5 credits) Specialization courses (30 credits)
EdS Capstone Project (5 credits) ePortfolio

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Curriculum (45 total credits)

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Foundation Course (5 credits)

EDSD 7002 - Leading the Future of Education (5 credits)

OR

EDSD 7006 - Leading the Future of Education* (5 credits) Students may take this as a non-degree course.
(6-week version)

Research Course (5 credits)

RSCH 7110 - Research Theory, Design, and Methods (5 credits)

Specialization Courses (30 credits)

EDSD 7010 - Collaborative Communication for Administrators* (5 credits) Students may take this as a non-degree course.

EDSD 7011 - School Organizational Dynamics: Policies and Law* (5 credits) Students may take this as a non-degree course.

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EDSD 7012 - Understanding School Budgets and Allocating Resources* (5 credits) Students may take this as a non-degree course.

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EDSD 7044 - Leadership and Management for Change in Education (5 credits)

EDSD 7013 - Creating and Maintaining Safe, Effective, and Positive Learning Environments (5 credits)

EDSD 7014 - Recruiting and Retaining Effective School Personnel (5 credits)

Capstone (5 credits)

EDSD 7900 - EdS Capstone Project: Creating and Supporting Effective Educational Practices (5 credits)

Course Sequence

The recommended course sequence is as follows:

Quarter	Course	Credits
Quarter 1	EDSD 7002 - Leading the Future of Education OR EDSD 7006 - Leading the Future of Education (6-week version)	5 credits
Quarter 2	EDSD 7010 - Collaborative Communication for Administrators	5 credits
Quarter 3	EDSD 7011 - School Organizational Dynamics: Policies and Law	5 credits
Quarter 4	RSCH 7110 - Research Theory, Design, and Methods	5 credits
Quarter 5	EDSD 7012 - Understanding School Budgets and Allocating Resources	5 credits
Quarter 6	EDSD 7044 - Leadership and Management for Change in Education	5 credits
Quarter 7	EDSD 7013 - Creating and Maintaining Safe, Effective, and Positive Learning Environments	5 credits
Quarter 8	EDSD 7014 - Recruiting and Retaining Effective School Personnel	5 credits
Quarter 9	EDSD 7900 - EdS Capstone Project: Creating and Supporting Effective Educational Practices	5 credits

Education Specialist (EdS) in Educational Technology

The Education Specialist (EdS) in Educational Technology program is designed for K–12 educational leaders who want to initiate and bring about change at the district level. EdS candidates in this program are prepared to develop and implement technology principles, standards, and best practices in the K–12 classroom.



With program outcomes informed by Association for Educational Communications and Technology (AECT) standards, educators in this program are prepared to conduct research on local problems in a rapidly changing field. The EdS in Educational Technology program features an embedded post- master's certificate to advance educators' careers quickly and affordably.

Note on Educator Licensure or Certification

This program does not lead to educator licensure or certification. Educators are advised to contact their individual school districts as to whether this program may qualify for salary advancement.

Learning Outcomes

All EdS graduates will be prepared to:

1. Apply discipline-specific knowledge to address issues in educational settings.
2. Apply evidence-based practices to address a problem within the academic and/or work environment and propose a solution.
3. Communicate information to a variety of stakeholders using oral and written formats.
4. Practice ethically as a professional in the field of education.
5. Collaborate with diverse stakeholders to promote continuous improvement in educational settings.
6. Advocate for social change to make a positive impact in educational settings.

In addition to the shared EdS outcomes above, Educational Technology graduates will be prepared to:

1. Effect positive social change through the use of integrative, innovative technology in the workplace.
2. Apply innovative technological solutions to learning challenges.
3. Demonstrate the skills needed to work within a learning community of people, technologies, resources, and professional associations.
4. Develop innovative intervention plans based on the analysis of educational technology needs.
5. Approach issues in educational technology using sound principles of digital and information literacy.
6. Evaluate research in educational technology that is relevant to resolving local or workplace problems.
7. Practice ethically in the profession.
8. Communicate ideas to audiences using effective oral, written, and digital formats.
9. Address diversity/multiculturalism through the use of educational technology in designing instruction.
10. Design a scholarly response to address an educational technology problem and contribute to the profession.

Degree Requirements

45 total quarter credits Foundation course (5 credits) Research course (5 credits) Specialization courses (30 credits)
EdS Capstone Project (5 credits) ePortfolio

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Curriculum (45 total credits)

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Foundation Course (5 credits)

EDSD 7002 - Leading the Future of Education (5 credits)

OR

EDSD 7006 - Leading the Future of Education* (5 credits)

Students may take this as a non-degree course. (6-week version)

Research Course (5 credits)

RSCH 7110 - Research Theory, Design, and Methods (5 credits)

Specialization Courses (30 credits)

EDSD 7090 - Trends and Issues in Educational Technology* (5 credits) Students may take this as a non-degree course.

EDSD 7091 - Creating Digital Media* (5 credits) Students may take this as a non-degree course.

EDSD 7092 - Innovations and the Diffusion of Learning Technologies* (5 credits) Students may take this as a non-degree course.

EDSD 7103 - eLearning (5 credits) EDSD 7093 - Leading Change (5 credits)

EDSD 7107 - Designing Instruction for eLearning (5 credits)

Capstone (5 credits)

EDSD 7900 - EdS Capstone Project: Creating and Supporting Effective Educational Practices (5 credits)

Course Sequence

The recommended course sequence is as follows:

Quarter	Course	Credits
Quarter 1	EDSD 7002 - Leading the Future of Education OR EDSD 7006 - Leading the Future of Education (6-week version)	5 credits
Quarter 2	EDSD 7090 - Trends and Issues in Educational Technology	5 credits
Quarter 3	EDSD 7091 - Creating Digital Media	5 credits
Quarter 4	RSCH 7110 - Research Theory, Design, and Methods	5 credits
Quarter 5	EDSD 7092 - Innovations and the Diffusion of Learning Technologies	5 credits
Quarter	Course	Credits

		5 credits
Quarter 6	EDSD 7103 - eLearning	5 credits
Quarter 7	EDSD 7093 - Leading Change	5 credits
Quarter 8	EDSD 7107 - Designing Instruction for eLearning	5 credits
Quarter 9	EDSD 7900 - EdS Capstone Project: Creating and Supporting Effective Educational Practices	5 credits

Education Specialist (EdS) in Learning, Instruction, and Innovation

The EdS in Learning, Instruction, and Innovation program is for classroom teachers, instructional coordinators, and any educators who want to enhance their effectiveness through new and creative approaches to curriculum, assessment, and technology integration. Educators explore creative approaches to learning that integrates technology with the needs of learners in a global community in the program's advanced graduate coursework.

Through this education specialist program, educators gain the perspectives, knowledge, and expertise to develop and implement out-of-the-box solutions and innovative experiences grounded in authentic learning. Graduates of the program are prepared to foster a culture of innovation in their educational environment as a classroom teacher or school leader.

Note on Educator Licensure or Certification

This program does not lead to educator licensure or certification. Educators are advised to contact their individual school districts as to whether this program may qualify for salary advancement.

Learning Outcomes

All EdS graduates will be prepared to:

1. Apply discipline-specific knowledge to address issues in educational settings.
2. Apply evidence-based practices to address a problem within the academic and/or work environment and propose a solution.
3. Communicate information to a variety of stakeholders using oral and written formats.
4. Practice ethically as a professional in the field of education.
5. Collaborate with diverse stakeholders to promote continuous improvement in educational settings.
6. Advocate for social change to make a positive impact in educational settings.

In addition to the shared EdS outcomes above, Learning, Instruction, and Innovation graduates will be prepared to:

1. Create innovative instruction, curriculum, and assessment grounded in theory and previous research.
2. Create innovative solutions to learning challenges.
3. Collaborate with a variety of stakeholders.
4. Analyze instructional needs to develop innovative intervention plans for learning.
5. Evaluate problems and issues in learning, instruction, and innovation.
6. Ground decisions based on research in learning, instruction, and innovation.
7. Participate in the profession ethically.
8. Support global diversity and multiculturalism through the use of innovative curriculum and assessment in designing instruction.
9. Utilize research to create innovative instruction, curriculum, and assessment to effect social change in the workplace.

Degree Requirements

45 total quarter credits Foundation course (5 credits) Research course (5 credits) Specialization courses (30 credits)

EdS Capstone Project (5 credits) ePortfolio

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Curriculum (45 total credits)

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Foundation Course (5 credits)

EDSD 7002 - Leading the Future of Education (5 credits)

OR

EDSD 7006 - Leading the Future of Education* (5 credits) Students may take this as a non-degree course.
(6-week version)

Research Course (5 credits)

RSCH 7110 - Research Theory, Design, and Methods (5 credits)

Specialization Courses (30 credits)

EDSD 7092 - Innovations and the Diffusion of Learning Technologies* (5 credits) Students may take this as a non-degree course.

EDSD 7093 - Leading Change (5 credits)

EDSD 7410 - Creativity and Innovation (5 credits) EDSD 7411 - Authentic Assessment (5 credits) EDSD 7412 - Innovative Curriculum (5 credits)

EDSD 7107 - Designing Instruction for eLearning (5 credits)

Capstone Course (5 credits)

EDSD 7900 - EdS Capstone Project: Creating and Supporting Effective Educational Practices (5 credits)

Course Sequence

The recommended course sequence is as follows:

Quarter	Course	Credits
Quarter 1	EDSD 7002 - Leading the Future of Education OR EDSD 7006 - Leading the Future of Education (6-week version)	5 credits
Quarter 2	EDSD 7092 - Innovations and the Diffusion of Learning Technologies	5 credits
Quarter 3	EDSD 7410 - Creativity and Innovation	5 credits
Quarter	Course	Credits

Quarter 4	RSCH 7110 - Research Theory, Design, and Methods	5 cr edits
Quarter 5	EDSD 7411 - Authentic Assessment	5 cr edits
Quarter 6	EDSD 7093 - Leading Change	5 cr edits
Quarter 7	EDSD 7107 - Designing Instruction for eLearning	5 cr edits
Quarter 8	EDSD 7412 - Innovative Curriculum	5 cr edits
Quarter 9	EDSD 7900 - EdS Capstone Project: Creating and Supporting Effective Educational Practices	5 cr edits

Education Specialist (EdS) in Reading, Literacy, and Assessment

The Education Specialist (EdS) in Reading, Literacy, and Assessment program is designed for any educator who wishes to influence positive growth in reading and literacy and gain expertise in best practices regarding reading, literacy, curriculum design and instruction, teacher professional development, and program evaluation and assessment. Education professionals can develop skills and study strategies that can improve reading and curriculum outcomes across the educational system, including classroom instruction, program design, policy implementation, and critical thinking. In this EdS program, education professionals explore sociopolitical, cultural, and economic influences on literacy; curriculum, assessment, and instruction for diverse learners; changing definitions of literacy; best practices in literacy; and program design and evaluation. This specialization is designed for classroom teachers, lead teachers, reading specialists, literacy coaches, department chairs, curriculum specialists, and any instructor who desires to gain a deeper understanding of reading and literacy practices.

*Walden University's Education Specialist (EdS) in Reading, Literacy, and Assessment (Non- Licensure) does not lead to certification or licensure in reading, literacy, and assessment. 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 reading, literacy, and assessment teacher.

Note on Educator Licensure or Certification

This program does not lead to educator licensure or certification. Educators are advised to contact their individual school districts as to whether this program may qualify for salary advancement.

Learning Outcomes

All EdS graduates will be prepared to:

1. Apply discipline-specific knowledge to address issues in educational settings.
2. Apply evidence-based practices to address a problem within the academic and/or work environment and propose a solution.
3. Communicate information to a variety of stakeholders using oral and written formats.
4. Practice ethically as a professional in the field of education.
5. Collaborate with diverse stakeholders to promote continuous improvement in educational settings.
6. Advocate for social change to make a positive impact in educational settings.

In addition to the shared EdS outcomes above, Reading, Literacy, and Assessment (Non- Licensure) graduates will be prepared to:

1. Interpret the components of reading curriculum in the 21st century including influences from the sociopolitical landscape, social media, technological innovations, family and community involvement, and influences from applicable education standards.
2. Establish a plan to gain stakeholder support for improvement of curriculum and literacy programming at the systems level by drawing on professional reading and curriculum standards.
3. Explain the challenges faced in improving teaching and learning in literacy curriculum across all content areas including prior student learning, language, culture, family, and community values.
4. Utilize information about literacy assessments used at the national, state, and local levels to assess literacy curriculum.
5. Demonstrate the ability to create literacy programs that enhance student learning and support professional development for teachers.
6. Integrate concepts of positive social change in leadership, assessment, professional development, literacy curriculum, and literacy instruction activities.
7. Practice ethically in the profession.
8. Design a scholarly response to address a reading, literacy, and assessment problem and contribute to the profession.

Degree Requirements

45 total quarter credits Foundation course (5 credits) Research course (5 credits) Specialization courses (30 credits)
EdS Capstone Project (5 credits) ePortfolio

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Curriculum (45 total credits)

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Foundation Course (5 credits)

EDSD 7002 - Leading the Future of Education (5 credits)

OR

EDSD 7006 - Leading the Future of Education* (5 credits) Students may take this as a non-degree course.
(6-week version)

Research Course (5 credits)

RSCH 7110 - Research Theory, Design, and Methods (5 credits)

Specialization Courses (30 credits)

EDSD 7060 - Issues and Trends in Reading and Literacy (5 credits) EDSD 7101 - Learner-Centered Curriculum* (5 credits)

Students may take this as a non-degree course.

EDSD 7102 - Promoting the Success of Diverse Learners* (5 credits) Students may take this as a non-degree course.

EDSD 7061 - Assessment and Data Analysis to Support Effective Literacy Programs (5 credits) EDSD 7062 - A Collaborative Approach to Literacy Across the Content Areas (5 credits)

EDSD 7106 - Program Evaluation for Continuous Improvement (5 credits)

Capstone (5 credits)

EDSD 7900 - EdS Capstone Project: Creating and Supporting Effective Educational Practices (5 credits)

Course Sequence

The recommended course sequence is as follows:

Quarter	Course	Credits
Quarter 1	EDSD 7002 - Leading the Future of Education OR EDSD 7006 - Leading the Future of Education (6-week version)	5 credits
Quarter 2	EDSD 7060 - Issues and Trends in Reading and Literacy	5 credits
Quarter 3	EDSD 7101 - Learner-Centered Curriculum	5 credits
Quarter 4	RSCH 7110 - Research Theory, Design, and Methods	5 credits
Quarter 5	EDSD 7102 - Promoting the Success of Diverse Learners	5 credits

		5	credits
Quarter	Course	5	credits
Quarter 6	EDSD 7061 - Assessment and Data Analysis to Support Effective Literacy Programs	5	credits
Quarter 7	EDSD 7062 - A Collaborative Approach to Literacy Across the Content Areas	5	credits
Quarter 8	EDSD 7106 - Program Evaluation for Continuous Improvement	5	credits
Quarter 9	EDSD 7900 - EdS Capstone Project: Creating and Supporting Effective Educational Practices	5	credits

Education Specialist (EdS) in Special Education

In the Education Specialist (EdS) in Special Education program, education professionals prepare for leadership roles in school districts, communities, and the profession as a whole. Educators in this program will deepen their understanding of the critical trends and issues impacting special education today. They will learn how to collaborate effectively with families and school staff to enhance special education practice. Learners engage in real-world case studies that require collaborative problem solving and the implementation of research-based strategies.

This EdS curriculum is informed by the Council for Exceptional Children's Advanced Preparation Standards. Key issues in the field of special education, such as leadership and policy, program development and assessment, collaboration, and ethical practice, are emphasized. Educators culminate the program with a capstone project that focuses on a real-world problem of practice in special education.

Note on Educator Licensure or Certification

This program does not lead to educator licensure or certification. Educators are advised to contact their individual school districts as to whether this program may qualify for salary advancement.

Learning Outcomes

All EdS graduates will be prepared to:

1. Apply discipline-specific knowledge to address issues in educational settings.
2. Apply evidence-based practices to address a problem within the academic and/or work environment and propose a solution.
3. Communicate information to a variety of stakeholders using oral and written formats.
4. Practice ethically as a professional in the field of education.
5. Collaborate with diverse stakeholders to promote continuous improvement in educational settings.
6. Advocate for social change to make a positive impact in educational settings.

In addition to the shared EdS outcomes above, Special Education (Non-Licensure) graduates will be prepared to:

1. Follow policies surrounding ethical and legal practices that support high quality education for individuals with diverse educational, behavioral, emotional, and cultural learning needs.
2. Apply valid, research-based assessment measures to facilitate learning and behavioral interventions for individuals with diverse educational, behavioral, emotional, and cultural learning needs.
3. Evaluate special education programs, including the integration of related services (e.g., assistive technology, behavioral intervention, transition, inclusion), for individuals with exceptionalities based upon an understanding of individual differences.
4. Distinguish research-based strategies used to improve data decision making, supports, and services for individuals with diverse educational, behavioral, emotional, and cultural learning needs.
5. Support the continuous improvement of education programs/supports/services for individuals with exceptionalities.
6. Effectively communicate with stakeholders to improve outcomes for individuals with exceptionalities and their families.
7. Design a scholarly response to address a special education problem and contribute to the profession.

Degree Requirements

45 total quarter credits Foundation course (5 credits) Research course (5 credits) Specialization courses (30 credits)
EdS Capstone Project (5 credits) ePortfolio

- Curriculum (45 total credits)

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Foundation Course (5 credits)

EDSD 7002 - Leading the Future of Education (5 credits)

OR

EDSD 7006 - Leading the Future of Education* (5 credits) Students may take this as a non-degree course.

(6-week version)

Research Course (5 credits)

RSCH 7110 - Research Theory, Design, and Methods (5 credits)

Specialization Courses (30 credits)

EDSD 7070 - Special Education: Exploring Theory and Practice* (5 credits) Students may take this as a non-degree course.

EDSD 7071 - Leading Change in Special Education: Advocacy, Policy, and Law* (5 credits) Students may take this as a non-degree course.

- EDSD 7072 - Research Methodology for Special Education (5 credits)

EDSD 7073 - Designing Specialized Instruction for Diverse Learners (5 credits) EDSD 7074 - Implementing Effective School-Wide Intervention Models (5 credits)

EDSD 7075 - Sustaining and Supporting Effective Practices in Special Education (5 credits)

Capstone (5 credits)

EDSD 7900 - EdS Capstone Project: Creating and Supporting Effective Educational Practices (5 credits)

Course Sequence

The recommended course sequence is as follows:

Quarter	Course	Credits
Quarter 1	EDSD 7002 - Leading the Future of Education OR EDSD 7006 - Leading the Future of Education (6-week version)	5 credits
Quarter 2	EDSD 7070 - Special Education: Exploring Theory and Practice	5 credits
Quarter 3	EDSD 7071 - Leading Change in Special Education: Advocacy, Policy, and Law	5 credits
Quarter 4	RSCH 7110 - Research Theory, Design, and Methods	5 credits
Quarter 5	EDSD 7072 - Research Methodology for Special Education	5 credits
Quarter 6	EDSD 7073 - Designing Specialized Instruction for Diverse Learners	5 credits
Quarter 7	EDSD 7074 - Implementing Effective School-Wide Intervention Models	5 credits
Quarter 8	EDSD 7075 - Sustaining and Supporting Effective Practices in Special Education	5 credits
Quarter 9	EDSD 7900 - EdS Capstone Project: Creating and Supporting Effective Educational Practices	5 credits

Doctor of Education (EdD)

“I chose Walden because I needed a school that fit my career goals and my schedule. I stayed with Walden for the quality education I received.” Gladys Landing-Corretjer, Doctor of Education (EdD) Graduate

Walden’s EdD 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.

Note on Teacher Licensure or Certification

This program does not lead to teacher licensure or certification. Teachers are advised to contact their individual school districts as to whether this program may qualify for salary advancement.

Learning Outcomes

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

1. Apply theoretical knowledge to solve educational problems.
2. Critically analyze education-related issues.
3. Align research methodologies to questions and hypotheses addressing issues in educational practice.
4. Communicate with diverse stakeholders to advocate for students in educational settings.
5. Practice ethically as a professional in the field of education.
6. Collaborate with diverse stakeholders to promote continuous improvement in educational settings.
7. Promote equity in education programs and policies.
8. Advocate for social change to make a positive impact in educational settings.

Degree Requirements

Professional Development Plan and Program of Study Foundation course (5 credits)

Research courses (15 credits) Specialization courses (30 credits) Completing the Doctoral Capstone

Doctoral support courses (6 credits) Completing the Prospectus (3 credits)

Completing the Doctoral Capstone (5 credits per term for a minimum of four terms; taken continuously until completion)

One academic residency

Curriculum

Foundation Course (5 credits)

EDDD 8002 - Leading the Future of Education (5 credits)

OR

EDDD 8006 - Leading the Future of Education (5 credits) (6-week version)

Research courses (15 credits)

RSCH 8110 - Research Theory, Design, and Methods* (5 credits) Students may take this as a non-degree course.

RSCH 8210 - Quantitative Reasoning and Analysis* (5 credits) Students may take this as a non-degree course.

RSCH 8310O - Qualitative Reasoning and Analysis (5 credits)

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Specialization courses (30 credits)

These courses are dependent upon the particular specialization. Please see the course list on each specialization page.

□ Specialization in Community College Leadership

Adult education professionals in the Community College Leadership specialization prepare to become scholar-practitioners who can effectively lead successful 21st-century community colleges. In their coursework, they focus on developing proficiency in many aspects of the community college mission, including academic transfer programs, workforce development, developmental education and remediation, continuing education for professionals, student development, and community service. Educators in this program learn to use research, data, technology, and strategic planning to make complex decisions in diverse demographic environments. They also gain the knowledge to develop collaborative teams to ensure learners meet the accountability standards for completion of a certificate or degree. Through this EdD specialization, higher education professionals can prepare to be change agents for social justice and innovation in any community college program.

Specialization Learning Outcomes

In addition to the core program learning outcomes, graduates in this specialization will be prepared to:

1. Effectively communicate with community college stakeholders.
2. Apply leadership skills associated with strategic planning, budgeting, and assessment in community colleges.
3. Effectively address diversity in community college programs and policies to support student development and achievement.
4. Utilize current research to address critical issues in community college policies and procedures.
5. Employ appropriate technologies to facilitate learning and innovation in the community college.
6. Facilitate continuous improvement in the community college environment.
7. Collaborate with a range of stakeholders to effect positive social change.
8. Design research to address educational problems and contribute to the profession.

Specialization Courses (30 credits)

EDDD 8080 - Child Development in the Critical Early Years* (5 credits) Students may take this as a non-degree course.

EDDD 8081 - The Language/Literacy Continuum From Birth Through Age 8 (5 credits) EDDD 8082 - Meaningful

Learning Experiences in Supportive Environments (5 credits)

EDDD 8083 - Assessment Practices to Promote Healthy Development and Learning (5 credits) EDDD 8084 - Evaluating and Supporting Early Childhood Programs (5 credits)

EDDD 8085 - Inspired Leadership, Informed Advocacy, and Improved Policy (5 credits)

Course Sequence

The recommended course sequence is as follows:

Quarter	Course	Credits
Quarter 1	EDDD 8002 - Leading the Future of Education OR EDDD 8006 - Leading the Future of Education (6-week version)	5 credits
	EDDD 8080 - Child Development in the Critical Early Years	5 credits
Complete the EdD residency by the end of Term 3.		
Quarter 2	EDDD 8081 - The Language/Literacy Continuum From Birth Through Age 8	5 credits
	RSCH 8110 - Research Theory, Design, and Methods	5 credits
Quarter	Course	Credits

Quarter 3	EDDD 8113 - Tools for Doctoral Research Success	3 credits
	EDDD 8082 - Meaningful Learning Experiences in Supportive Environments	5 credits
Quarter 4	RSCH 8210 - Quantitative Reasoning and Analysis	5 credits
	EDDD 8083 - Assessment Practices to Promote Healthy Development and Learning	5 credits
Quarter 5	EDDD 8084 - Evaluating and Supporting Early Childhood Programs	5 credits
	EDDD 8114 - Demystifying Doctoral Writing for Research	3 credits
Quarter 6	RSCH 8310 - Qualitative Reasoning and Analysis	5 credits
	EDDD 8085 - Inspired Leadership, Informed Advocacy, and Improved Policy	5 credits
<p>Optional: Complete an EdD Advanced residency when you have your doctoral study committee assigned in the Prospectus course (EDUC 8081 / EDDD 8900/8910) or just prior to the Prospectus course of your program. It is also highly recommended for candidates enrolled in EDUC 8090/EDDD 8990.</p>		
Quarter 7	EDDD 8910 - Completing the Prospectus	3 credits
	EDDD 8990 - Completing the Doctoral Capstone*	5 credits per term for a minimum of 4 terms until completion

* Students take this course for a minimum of four terms and are continuously enrolled until completion of their doctoral capstone with final chief academic officer (CAO) approval.

To complete a doctoral capstone, students must obtain the academic approval of several independent evaluators including their committee, the University Research Reviewer, and the Institutional Review Board; pass the Form and Style Review; gain approval at the oral defense stage; and gain final approval by the chief academic officer. Students must also publish their dissertation on ProQuest before their degree is conferred. Learn more about the dissertation process in the Dissertation Guidebook.

□ Specialization in Curriculum, Instruction, and Assessment

The Doctor of Education (EdD) specialization in Curriculum, Instruction, and Assessment is designed for educators aspiring to be curriculum experts who can make an impact in any educational system. Education professionals gain expertise in the latest research and best practices in learner-centered curriculum and instructional design, instructional strategies, effective teaching, program evaluation, student assessment, and teacher professional development. Using scenarios drawn from real life, students think critically about ways to drive innovation and change at the systemic level—including the local

school district and regional, state, and federal education agencies—and apply strategies that can effect measurable improvement in K–12 schools and other educational contexts. The

critical-thinking and research skills educators need to shape schools and educational systems to meet diverse student needs are emphasized through course projects and activities.

Specialization Learning Outcomes

In addition to the core program learning outcomes, graduates in this specialization will be prepared to:

1. Enhance learning for a diverse student population through the use of technology in effectively designed curriculum.
2. Effectively engage in professional development in order to increase skills surrounding program design and evaluation.
3. Assess educational trends/issues in education to promote social change and make a positive impact in school and community environments.
4. Design data-driven learner-centered assessment to promote continuous improvement in learning and teaching.
5. Collaborate with diverse stakeholders, including families, school, and community members in order to advocate for student needs.
6. Practice ethically in the profession.
7. Promote the importance of community service and citizenship through the integration of content curriculum and instruction with real-world projects outside of the classroom.
8. Design research to address educational problems and contribute to the profession.

Specialization Courses (30 credits)

EDDD 8050 - Curriculum, Instruction, and Assessment: A Systems Perspective (5 credits) EDDD 8101 - Learner-Centered Curriculum (5 credits)

EDDD 8102 - Promoting the Success of Diverse Learners (5 credits) EDDD 8051 - Data-Driven Instruction and Assessment (5 credits) EDDD 8052 - Curriculum Design to Promote Social Change (5 credits)

EDDD 8106 - Program Evaluation for Continuous Improvement (5 credits)

Course Sequence

The recommended course sequence is as follows:

Quarter	Course	Credits
Quarter 1	EDDD 8002 - Leading the Future of Education OR EDDD 8006 - Leading the Future of Education (6-week version)	5 credits
Complete the EdD residency by the end of Term 3.		
Quarter 2	EDDD 8050 - Curriculum, Instruction, and Assessment: A Systems Perspective	5 credits
	EDDD 8101 - Learner-Centered Curriculum	5 credits
Quarter 3	RSCH 8110 - Research Theory, Design, and Methods	5 credits
	EDDD 8113 - Tools for Doctoral Research Success	3 credits
Quarter 4	EDDD 8102 - Promoting the Success of Diverse Learners	5 credits
	RSCH 8210 - Quantitative Reasoning and Analysis	5 credits
Quarter 5	EDDD 8051 - Data-Driven Instruction and Assessment	5 credits
	EDDD 8052 - Curriculum Design to Promote Social Change	5 credits
Quarter 6	EDDD 8114 - Demystifying Doctoral Writing for Research	3 credits
	RSCH 8310 - Qualitative Reasoning and Analysis	5 credits
<p>Optional: Complete an EdD Advanced residency when you have your doctoral study committee assigned in the Prospectus course (EDUC 8081 / EDDD 8900/8910) or just prior to the Prospectus course of your program. It is also highly recommended for candidates enrolled in EDUC 8090/EDDD 8990.</p>		
Quarter 7	EDDD 8106 - Program Evaluation for Continuous Improvement	5 credits
	EDDD 8910 - Completing the Prospectus	3 credits
Quarter 8	EDDD 8990 - Completing the Doctoral Capstone*	5 credits per term until completion

* Students take this course for a minimum of four terms and are continuously enrolled until completion of their doctoral capstone with final chief academic officer (CAO) approval.

To complete a doctoral capstone, students must obtain the academic approval of several independent evaluators including their committee, the University Research Reviewer, and the Institutional Review Board; pass the Form and Style Review; gain approval at the oral defense stage; and gain final approval by the chief academic officer. Students must also publish their dissertation on ProQuest before their degree is conferred. Learn more about the dissertation process in the Dissertation Guidebook.

□ Specialization in Early Childhood Education

Families, professionals, programs, and agencies that influence every aspect of children's lives from prenatal development through age 8 are brought together in the early childhood field. In this specialization, early childhood education professionals are prepared to foster positive outcomes for young children and their families in a variety of career roles.

Through their coursework, educators explore the complex family, cultural, societal, and developmental influences that affect child development and learning. Education professionals critically review current research in the field on topics such as child development, family partnerships, content knowledge, assessment, effective practices, leadership, advocacy, and professionalism. Using case studies drawn from the real world and innovative technology, educators also examine the quality of early childhood programs and policies, implement strategies to promote positive outcomes for young children, and evaluate the leadership characteristics necessary to implement effective change across a variety of early childhood sectors and settings. In the individual dissertation or doctoral study process, educators are allowed to pursue original research in an effort to effect positive social change for children, families, and the early childhood field.

Specialization Learning Outcomes

In addition to the core program learning outcomes, graduates in this specialization will be prepared to:

1. Evaluate practices/programs/policies in the areas of child development and learning.
2. Engage in effective leadership practices, including collaboration and advocacy, to promote positive outcomes for young children and families.
3. Evaluate responsible assessment practices to support healthy development and positive learning outcomes for young children.
4. Demonstrate cultural responsiveness in interactions with children, families, community members, and early childhood professionals.
5. Create effective solutions to authentic problems in the early childhood field by integrating professional resources, including technology.
6. Synthesize a variety of perspectives that are knowledgeable, reflective, and critical to promote professional growth and positive social change in the early childhood field.
7. Design research to address educational problems and contribute to the profession.

Specialization Courses (30 credits)

EDDD 8080 - Child Development in the Critical Early Years* (5 credits) Students may take this as a non-degree course.

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EDDD 8081 - The Language/Literacy Continuum From Birth Through Age 8 (5 credits) EDDD 8082 - Meaningful Learning Experiences in Supportive Environments (5 credits)

EDDD 8083 - Assessment Practices to Promote Healthy Development and Learning (5 credits) EDDD 8084 - Evaluating and Supporting Early Childhood Programs (5 credits)

EDDD 8085 - Inspired Leadership, Informed Advocacy, and Improved Policy (5 credits)

Course Sequence

The recommended course sequence is as follows:

Quarter	Course	Credits
Quarter 1	EDDD 8002 - Leading the Future of Education OR EDDD 8006 - Leading the Future of Education (6-week version)	5 credits
	EDDD 8080 - Child Development in the Critical Early Years	5 credits
Complete the EdD residency by the end of Term 3.		
Quarter 2	EDDD 8081 - The Language/Literacy Continuum From Birth Through Age 8	5 credits
	RSCH 8110 - Research Theory, Design, and Methods	5 credits
Quarter 3	EDDD 8113 - Tools for Doctoral Research Success	3 credits
	EDDD 8082 - Meaningful Learning Experiences in Supportive Environments	5 credits
Quarter 4	RSCH 8210 - Quantitative Reasoning and Analysis	5 credits
	EDDD 8083 - Assessment Practices to Promote Healthy Development and Learning	5 credits
Quarter 5	EDDD 8084 - Evaluating and Supporting Early Childhood Programs	5 credits
	EDDD 8114 - Demystifying Doctoral Writing for Research	3 credits
Quarter 6	RSCH 8310 - Qualitative Reasoning and Analysis	5 credits
	EDDD 8085 - Inspired Leadership, Informed Advocacy, and Improved Policy	5 credits
<p>Optional: Complete an EdD Advanced residency when you have your doctoral study committee assigned in the Prospectus course (EDUC 8081 / EDDD 8900/8910) or just prior to the Prospectus course of your program. It is also highly recommended for candidates enrolled in EDUC 8090/EDDD 8990.</p>		

Quarter 7	EDDD 8910 - Completing the Prospectus	3 credits
	EDDD 8990 - Completing the Doctoral Capstone*	5 credits per term for a minimum of 4 terms until completion

* Students take this course for a minimum of four terms and are continuously enrolled until completion of their doctoral capstone with final chief academic officer (CAO) approval.

To complete a doctoral capstone, students must obtain the academic approval of several independent evaluators including their committee, the University Research Reviewer, and the Institutional Review Board; pass the Form and Style Review; gain approval at the oral defense stage; and gain final approval by the chief academic officer. Students must also publish their dissertation on ProQuest before their degree is conferred. Learn more about the dissertation process in the Dissertation Guidebook.

□ Specialization in Educational Administration and Leadership

This specialization is designed for P–12 teachers and administrators who want to increase their ability to influence and transform their educational organization. Students learn about sustainability in their particular setting and how to nurture their school to become or remain a thriving organization. They also gain the skills to build an effective, collaborative organization and enhance the P–12 student learning environment. Graduates of this program will be able to integrate theory and practice to positively impact their careers and the lives of their students. **(This program does not lead to certification or licensure.)**

Specialization Learning Outcomes

In addition to the core program learning outcomes, graduates in this specialization will be prepared to:

1. Applies knowledge of current research/trends in education.
2. Effectively communicates with others (e.g., verbal, non-verbal, written, and technology-based).
3. Collaborate with external variety of stakeholders (teachers, families, community) to address the diverse learning needs of students.
4. Manage resources effectively for the betterment of the learning environment.
5. Create an effective learning environment to enhance student learning.
6. Utilize technology to support student learning.
7. Demonstrate cultural competence to encourage a diverse learning environment.
8. Demonstrate positive professional dispositions (professional conduct, professional qualities, communication, and collaboration).
9. Use research-based data to promote student learning.
10. Promotes positive social change in the learning environment.
11. Design research to address educational problems and contribute to the profession.

Specialization Courses (30 credits)

EDDD 8010 - Collaborative Communication for Administrators* (5 credits) Students may take this as a non-degree course.

EDDD 8011 - School Organizational Dynamics: Policies and Law* (5 credits) Students may take this as a non-degree course.

EDDD 8012 - Understanding School Budgets and Allocating Resources (5 credits)

EDDD 8013 - Creating and Maintaining Safe, Effective, and Positive Learning Environments (5 credits)

EDDD 8044 - Leadership and Management for Change in Education (5 credits) EDDD 8014 - Recruiting and Retaining Effective School Personnel (5 credits)

Course Sequence

The recommended course sequence is as follows:

Quarter	Course	Credits
Quarter 1	EDDD 8002 - Leading the Future of Education OR EDDD 8006 - Leading the Future of Education (6-week version)	5 credits
	Complete the EdD residency by the end of Term 3.	
Quarter 2	EDDD 8010 - Collaborative Communication for Administrators	5 credits
	EDDD 8011 - School Organizational Dynamics: Policies and Law	5 credits
Quarter 3	RSCH 8110 - Research Theory, Design, and Methods	5 credits
	EDDD 8113 - Tools for Doctoral Research Success	3 credits
Quarter 4	EDDD 8012 - Understanding School Budgets and Allocating Resources	5 credits
	RSCH 8210 - Quantitative Reasoning and Analysis	5 credits
Quarter 5	EDDD 8044 - Leadership and Management for Change in Education	5 credits
	EDDD 8113 - Tools for Doctoral Research Success	3 credits
Quarter 6	RSCH 8310 - Qualitative Reasoning and Analysis	5 credits
	EDDD 8114 - Demystifying Doctoral Writing for Research	3 credits
<p>Optional: Complete an EdD Advanced residency when you have your doctoral study committee assigned in the Prospectus course (EDUC 8081 / EDDD 8900/8910) or just prior to the Prospectus course of your program. It is also highly recommended for candidates enrolled in EDUC 8090/EDDD 8990.</p>		
Quarter 7	EDDD 8014 - Recruiting and Retaining Effective School Personnel	5 credits

	EDDD 8910 - Completing the Prospectus	3 credits
Quarter 8	EDDD 8990 - Completing the Doctoral Capstone*	5 credits per term for a minimum of 4 quarters until completion

* Students take this course for a minimum of four terms and are continuously enrolled until completion of their doctoral study with final chief academic officer (CAO) approval.

To complete a doctoral study, students must obtain the academic approval of several independent evaluators including their committee, the University Research Reviewer, and the Institutional Review Board; pass the Form and Style Review; gain approval at the oral defense stage; and gain final approval by the chief academic officer. Students must also publish their dissertation on ProQuest before their degree is conferred. Learn more about the dissertation process in the Dissertation Guidebook.

□ Specialization in Educational Technology

The EdD with a specialization in Educational Technology is designed for K–12 educational leaders who want to bring about change at the district, regional, state, and federal levels. By integrating the latest technologies and instructional design principles, educators in this program can prepare to develop and lead technology-supported solutions to learning challenges in the K–12 classroom.

With program outcomes informed by Association for Educational Communications and Technology (AECT) standards, an embedded post-master's certificate that can be earned upon completion of seven quarters is included in this EdD program.

Specialization Learning Outcomes

In addition to the core program learning outcomes, graduates in this specialization will be prepared to:

1. Effect positive social change through the use of integrative, innovative technology in the workplace.
2. Create innovative technological solutions to learning challenges.
3. Demonstrate the skills needed to develop a learning community of people, technologies, resources, and professional associations.
4. Develop innovative intervention plans from a leadership perspective based on the analysis of educational technology needs.
5. Evaluate issues in educational technology using sound principles of digital and information literacy.
6. Demonstrate the skills necessary to conduct research in educational technology that is grounded in theory and addresses a local educational problem.
7. Practice ethically in the profession.
8. Effectively communicate ideas to multiple audiences using effective oral, written, and digital formats.
9. Support diversity/multiculturalism through the use of educational technology in designing instruction.
10. Design a scholarly response to address an educational technology problem and contribute to the profession.

Specialization Courses (30 credits)

EDDD 8091 - Creating Digital Media (5 credits)

EDDD 8092 - Innovations and the Diffusion of Learning Technologies (5 credits) EDDD 8103 - eLearning (5 credits)

EDDD 8093 - Leading Change (5 credits)

EDDD 8107 - Designing Instruction for eLearning (5 credits)

Course Sequence

The recommended course sequence is as follows:

Quarter	Course	Credits
Quarter 1	EDDD 8002 - Leading the Future of Education	5 credits
	OR EDDD 8006 - Leading the Future of Education (6-week version)	
Complete the EdD residency by the end of Term 3.		
Quarter	Course	Credits
Quarter 2	EDDD 8090 - Trends and Issues in Educational Technology	5 credits
	EDDD 8091 - Creating Digital Media	5 credits
Quarter 3	RSCH 8110 - Research Theory, Design, and Methods	5 credits
	EDDD 8113 - Tools for Doctoral Research Success	3 credits

Quarter 4	EDDD 8092 - Innovations and the Diffusion of Learning Technologies	5 credits
	RSCH 8210 - Quantitative Reasoning and Analysis	5 credits
Quarter 5	EDDD 8103 - eLearning	5 credits
	EDDD 8093 - Leading Change	5 credits
Quarter 6	RSCH 8310 - Qualitative Reasoning and Analysis	5 credits
	EDDD 8114 - Demystifying Doctoral Writing for Research	3 credits
<p>Optional: Complete an EdD Advanced residency when you have your doctoral study committee assigned in the Prospectus course (EDUC 8081 / EDDD 8900/8910) or just prior to the Prospectus course of your program. It is also highly recommended for candidates enrolled in EDUC 8090/EDDD 8990.</p>		
Quarter 7	EDDD 8107 - Designing Instruction for eLearning	5 credits
	EDDD 8910 - Completing the Prospectus	3 credits
Quarter 8	EDDD 8990 - Completing the Doctoral Capstone*	5 credits per term for a minimum of 4 terms until completion

* Students take this course for a minimum of four terms and are continuously enrolled until completion of their doctoral capstone with final chief academic officer (CAO) approval.

To complete a doctoral capstone, students must obtain the academic approval of several independent evaluators including their committee, the University Research Reviewer, and the Institutional Review Board; pass the Form and Style Review; gain approval at the oral defense stage; and gain final approval by the chief academic officer. Students must also publish their dissertation on ProQuest before their degree is conferred. Learn more about the dissertation process in the Dissertation Guidebook.

□ Specialization in Higher Education and Adult Learning

This EdD specialization is designed for professionals who plan to design, develop, and lead successful adult learning programs within higher education institutions, corporations, and workforce development settings. Educators in this program examine adult learning theories, learn best practices for facilitating program planning and assessment, and develop leadership skills to effectively engage and motivate adults to create change across their institutions and workplaces.

Through applied research and practical coursework, higher education professionals can develop the expertise to empower lifelong learners and assess effective learning experiences for adults.

Specialization Learning Outcomes

In addition to the core program learning outcomes, graduates in this specialization will be prepared to:

1. Analyze current research/trends in higher education and adult learning.
2. Apply effective technology strategies to support adult learning.
3. Collaborate with a range of stakeholders to effect positive social change.
4. Apply research strategies for evaluation and assessment.
5. Implement appropriate organizational system changes in response to diverse local and/or global community needs.
6. Employ leadership strategies that drive and sustain a learning organization.
7. Design research to address educational problems and contribute to the profession.

Specialization Courses (30 credits)

EDDD 8021 - Understanding the Adult Learner (5 credits)

EDDD 8020 - Contemporary Issues and Trends in Higher Education and Adult Learning (5 credits) EDDD 8022 - Leadership of Higher Education Programs for Adult Learners (5 credits)

EDDD 8103 - eLearning (5 credits)

EDDD 8023 - Program Planning and Assessment (5 credits) EDDD 8107 - Designing Instruction for eLearning (5 credits)

Course Sequence

The recommended course sequence is as follows:

Quarter	Course	Credits
Quarter 1	EDDD 8002 - Leading the Future of Education OR EDDD 8006 - Leading the Future of Education (6-week version)	5 credits
Complete the EdD residency by the end of Term 3.		
Quarter 2	EDDD 8020 - Contemporary Issues and Trends in Higher Education and Adult Learning	5 credits
	EDDD 8021 - Understanding the Adult Learner	5 credits
Quarter 3	RSCH 8110 - Research Theory, Design, and Methods	5 credits
	EDDD 8113 - Tools for Doctoral Research Success	3 credits
Quarter 4	EDDD 8022 - Leadership of Higher Education Programs for Adult	5 credits

Quarter	Course	Credits
Quarter 5	RSCH 8210 - Quantitative Reasoning and Analysis	5 credits
	EDDD 8103 - eLearning	5 credits
Quarter 6	EDDD 8023 - Program Planning and Assessment	5 credits
	RSCH 8310 - Qualitative Reasoning and Analysis	5 credits
	EDDD 8114 - Demystifying Doctoral Writing for Research	3 credits
<p>Optional: Complete an EdD Advanced residency when you have your doctoral study committee assigned in the Prospectus course (EDUC 8081 / EDDD 8900/8910) or just prior to the Prospectus course of your program. It is also highly recommended for candidates enrolled in EDUC 8090/EDDD 8990.</p>		
Quarter 7	EDDD 8107 - Designing Instruction for eLearning	5 credits
	EDDD 8910 - Completing the Prospectus	3 credits
Quarter 8	EDDD 8990 - Completing the Doctoral Capstone*	5 credits per term for a minimum of 4 terms; taken continuously until completion

* Students take this course for a minimum of four terms and are continuously enrolled until completion of their doctoral study with final chief academic officer (CAO) approval.

To complete a doctoral study, students must obtain the academic approval of several independent evaluators including their committee, the University Research Reviewer, and the Institutional Review Board; pass the Form and Style Review; gain approval at the oral defense stage; and gain final approval by the chief academic officer. Students must also publish their dissertation on ProQuest before their degree is conferred. Learn more about the dissertation process in the Dissertation Guidebook.

□ Specialization in Higher Education Leadership and Management

Higher education professionals can develop the leadership skills and management principles needed to lead meaningful and sustainable change across their institutions. The Higher Education Leadership and Management specialization is designed for individuals who work in higher education and aspire to administrative, leadership, and/or management positions. Through their coursework in this EdD specialization, higher education professionals focus on the latest research-based methods, policies, and practices of today's changing landscape of higher education.

Specialization Learning Outcomes

In addition to the core program learning outcomes, graduates in this specialization will be prepared to:

1. Effectively address diversity in higher education programs and policies to support student development.
2. Exhibit leadership in program evaluation, strategic planning/budgeting, and assessment.
3. Utilize current research to address critical issues in higher education.
4. Collaborate with a variety of stakeholders.
5. Facilitate continuous improvement within higher education settings.
6. Promote positive social change through leadership.
7. Apply effective technology strategies to support higher education settings.
8. Design research to address educational problems and contribute to the profession.

Specialization Courses (30 credits)

EDDD 8030 - Higher Education in the 21st Century (5 credits)

EDDD 8031 - Leading and Managing Instructional Change (5 credits)

EDDD 8032 - Strategic Planning and Program Evaluation in Higher Education (5 credits) EDDD 8103 - eLearning (5 credits)

EDDD 8104 - Managing Resources in Higher Education (5 credits) EDDD 8105 - Education Law, Policy, and Governance (5 credits)

Course Sequence

The recommended course sequence is as follows:

Quarter	Course	Credits
Quarter 1	EDDD 8002 - Leading the Future of Education	5 credits
	OR EDDD 8006 - Leading the Future of Education (6-week version)	
Complete the EdD residency by the end of Term 3.		
Quarter 2	EDDD 8030 - Higher Education in the 21st Century	5 credits
	EDDD 8031 - Leading and Managing Instructional Change	5 credits
Quarter 3	RSCH 8110 - Research Theory, Design, and Methods	5 credits
	EDDD 8113 - Tools for Doctoral Research Success	3 credits
Quarter 4	EDDD 8032 - Strategic Planning and Program Evaluation in Higher Education	5 credits
	RSCH 8210 - Quantitative Reasoning and Analysis	5 credits

Quarter 5	EDDD 8103 - eLearning	5 credits
	EDDD 8104 - Managing Resources in Higher Education	5 credits
Quarter	Course	Credits
Quarter 6	EDDD 8114 - Demystifying Doctoral Writing for Research	3 credits
	RSCH 8310 - Qualitative Reasoning and Analysis	5 credits
<p>Optional: Complete an EdD Advanced residency when you have your doctoral study committee assigned in the Prospectus course (EDUC 8081 / EDDD 8900/8910) or just prior to the Prospectus course of your program. It is also highly recommended for candidates enrolled in EDUC 8090/EDDD 8990.</p>		
Quarter 7	EDDD 8105 - Education Law, Policy, and Governance	5 credits
	EDDD 8910 - Completing the Prospectus	3 credits
Quarter 8*	EDDD 8990 - Completing the Doctoral Capstone*	5 credits per term for a minimum of 4 terms; taken continuously until completion

* Students take this course for a minimum of four terms and are continuously enrolled until completion of their doctoral study with final chief academic officer (CAO) approval.

To complete a doctoral study, students must obtain the academic approval of several independent evaluators including their committee, the University Research Reviewer, and the Institutional Review Board; pass the Form and Style Review; gain approval at the oral defense stage; and gain final approval by the chief academic officer. Students must also publish their dissertation on ProQuest before their degree is conferred. Learn more about the dissertation process in the Dissertation Guidebook.

□ Specialization in Higher Education (Self-Designed)

With this unique specialization option, educational professionals have maximum flexibility to design an EdD program focusing on higher education that most closely matches their personal and professional goals. Students take a core of higher education courses and are then able to choose any four of 20 specialization courses.

The Higher Education (Self-Designed) specialization is designed for professionals looking to better understand developments in the higher education field and immediately apply that knowledge to issues in their classroom, college environment, or learning organization. Coursework examines:

Higher education institutions in the 21st century. The relevance of current education models.

How to maximize efficiency, productivity, and sustainability as a leader within higher education settings.

Specialization Courses (10 credits)

EDDD 8030 - Higher Education in the 21st Century (5 credits) EDDD 8104 - Managing Resources in Higher Education (5 credits)

Electives (20 credits)

Students will select four courses from the following list of EdD and/or PhD in Higher Education programs:

Organizational Research, Assessment, and Evaluation Education Leadership, Management, and Policy

Adult Learning

Community College Leadership

Organizational Research, Assessment, and Evaluation

EDPD 8020 - A New Vision of Organizational Research, Assessment, and Evaluation* (5 credits) Students may take this as a non-degree course.

EDPD 8021 - Assessment, Evaluation, and Accountability: The Sociological, Political, and Economic Factors* (5 credits)

Students may take this as a non-degree course.

EDPD 8022 - Assessing for Individual Growth* (5 credits) Students may take this as a non-degree course.

EDPD 8023 - Evaluating and Improving Programs, Organizations, and Systems (5 credits) EDPD 8024 - Dynamics of Communication for Impact and Results (5 credits)

EDPD 8025 - Building a Culture of Continuous Improvement (5 credits)

Education Leadership, Management, and Policy

EDDD 8031 - Leading and Managing Instructional Change (5 credits)

EDDD 8032 - Strategic Planning and Program Evaluation in Higher Education (5 credits) EDDD 8105 - Education Law, Policy, and Governance (5 credits)

Adult Learning

EDDD 8020 - Contemporary Issues and Trends in Higher Education and Adult Learning (5 credits) EDDD 8021 - Understanding the Adult Learner (5 credits)

EDDD 8022 - Leadership of Higher Education Programs for Adult Learners (5 credits) EDDD 8022 - Leadership of Higher Education Programs for Adult Learners (5 credits) EDDD 8023 - Program Planning and Assessment (5 credits)

EDDD 8103 - eLearning (5 credits)

EDDD 8107 - Designing Instruction for eLearning (5 credits)

Community College Leadership

EDDD 8040 - The Community College—Historical Context and Critical Issues (5 credits)

EDDD 8041 - Transformational Leadership for Institutional Effectiveness in Community Colleges (5 credits)

EDDD 8042 - Contemporary Issues, Challenges, and Trends in Community Colleges (5 credits) EDDD 8043 - Promoting Student Development and Success in Community Colleges (5 credits)

Course Sequence

The recommended course sequence is as follows:

Quarter	Course	Credits
Quarter 1	EDDD 8002 - Leading the Future of Education OR EDDD 8006 - Leading the Future of Education (6-week version)	5 credits
	EDDD 8030 - Higher Education in the 21st Century	5 credits
Complete the EdD required residency by the end of Term 3.		
Quarter 2	EDDD 8104 - Managing Resources in Higher Education	5 credits
	RSCH 8110 - Research Theory, Design, and Methods	5 credits
Quarter 3	EDDD 8113 - Tools for Doctoral Research Success	3 credits
	EDDD/EDPD Elective	5 credits
Quarter 4	RSCH 8210 - Quantitative Reasoning and Analysis	5 credits
	EDDD/EDPD Elective	5 credits
Quarter 5	EDDD/EDPD Elective	5 credits
	RSCH 8310 - Qualitative Reasoning and Analysis	5 credits
Quarter 6	EDDD 8114 - Demystifying Doctoral Writing for Research	3 credits
	EDDD/EDPD Elective	5 credits
<p>Optional: Complete an EdD Advanced residency when you have your doctoral study committee assigned in the Prospectus course (EDUC 8081 / EDDD 8900/8910) or just prior to the Prospectus course of your program. It is also highly recommended for candidates enrolled in EDUC 8090/EDDD 8990.</p>		
Quarter 7	EDDD 8910 - Completing the Prospectus	3 credits
	EDDD 8990 - Completing the Doctoral Capstone*	5 credits per term for a minimum of 4 terms; taken continuously until completion

* Students take this course for a minimum of four quarters and are continuously enrolled until completion of their doctoral study with final chief academic officer (CAO) approval.

To complete a doctoral study, students must obtain the academic approval of several independent evaluators including their committee, the University Research Reviewer, and the Institutional Review Board; pass the Form and Style Review; gain approval at the oral defense stage; and gain final approval by the chief academic officer. Students must also publish their dissertation on ProQuest before their degree is conferred.

□ Specialization in Organizational Leadership and Development

Designed for current or future leaders across a variety of industries, the focus of the Organizational Leadership and Development specialization is to develop actionable skills for those who seek to use innovative solutions to drive systemic change within organizations and institutions. Students will develop an understanding of organizational behavior, 21st century leadership practices, and apply best practices to assess organizational needs. Coursework emphasizes the theory, trends, and perspectives of the field, including management theory, leadership development, industrial and organizational psychology, and workforce development principles.

Specialization Learning Outcomes

In addition to the core program learning outcomes, graduates in this specialization will be prepared to:

1. Evaluate the impact of diversity in organizations and how an organization's policies and practices influence organizational development and behavior.
2. Facilitate continuous improvement within organizational settings.
3. Demonstrate the skills necessary to conduct studies that can be applied in the area of organizational leadership and development that positively influences social change.
4. Develop ethically and socially responsible organizational leadership, development, and research practices that positively impact organizational behavior.
5. Critically examine how key leadership and organizational theories and behaviors impact organizations.
6. Demonstrate the ability to develop a comprehensive assessment plan designed to improve the performance of individuals, programs, organizations, and/ or institutions.

Specialization Courses (30 credits)

EDDD 8755 - Leadership and Leader Development (5 credits)

EDDD 8019 - Assessment, Evaluation, and Accountability: The Sociological, Political, and Economic Factors* (5 credits)

Students may take this as a non-degree course.

EDDD 8005 - Organizational Perspectives and Implications for Leaders* (5 credits) Students may take this as a non-degree course.

EDDD 8009 - Organizational Decision Making and Judgment* (5 credits) Students may take this as a non-degree course.

EDDD 8024 - Evaluating and Improving Programs, Organizations, and System (5 credits) EDDD 8025 - Building a Culture of Continuous Improvement (5 credits)

Course Sequence

The recommended course sequence is as follows:

Quarter	Course	Credits
Quarter 1	EDDD 8002 - Leading the Future of Education	5 credits
	OR EDDD 8006 - Leading the Future of Education (6-week version)	
Complete the EdD residency by the end of Term 3.		
Quarter 2	EDDD 8755 - Leadership and Leader Development	5 credits
	EDDD 8019 - Assessment, Evaluation, and Accountability: The Sociological, Political, and Economic Factors	5 credits
Quarter 3	RSCH 8110 - Research Theory, Design, and Methods	5 credits
	EDDD 8113 - Tools for Doctoral Research Success	3 credits
Quarter 4	EDDD 8005 - Organizational Perspectives and Implications for Leaders	5 credits
	RSCH 8210 - Quantitative Reasoning and Analysis	5 credits
Quarter 5	EDDD 8009 - Organizational Decision Making and Judgment	5 credits
	EDDD 8024 - Evaluating and Improving Programs, Organizations, and System	5 credits
Quarter 6	RSCH 8310 - Qualitative Reasoning and Analysis	5 credits
	EDDD 8114 - Demystifying Doctoral Writing for Research	3 credits
Quarter 7	EDDD 8025 - Building a Culture of Continuous Improvement	5 credits

	<p>Optional: Complete an EdD Advanced residency when you have your doctoral study committee assigned in the Prospectus course (EDUC 8081 / EDDD 8900/8910) or just prior to the Prospectus course of your program.</p> <p>It is also highly recommended for candidates enrolled in EDUC 8090/EDDD 8990.</p>	
	EDDD 8910 - Completing the Prospectus	3 credits
Quarter 8	EDDD 8990 - Completing the Doctoral Capstone	5 credits per term for a minimum of 4 quarters until completion

* Students take this course for a minimum of four terms and are continuously enrolled until completion of their doctoral study with final chief academic officer (CAO) approval.

To complete a doctoral study, students must obtain the academic approval of several independent evaluators including their committee, the University Research Reviewer, and the Institutional Review Board; pass the Form and Style Review; gain approval at the oral defense stage; and gain final approval by the chief academic officer. Students must also publish their dissertation on ProQuest before their degree is conferred. Learn more about the dissertation process in the Dissertation Guidebook.

□ Specialization in P–20 Education (Self-Designed)

With this unique specialization option, educational professionals have maximum flexibility to design an EdD program focusing on P–20 education that most closely matches their personal and professional goals. Students take a core of education courses and are then able to choose any four courses from select specializations that focus on P–20 education, depending on their specific interests.

The P–20 Education (Self-Designed) specialization is designed for professionals looking to better understand developments in the P–20 education field and immediately apply that knowledge to issues in their classroom, education environment, or learning organization.

Note on Certification

This program is not intended to lead to teacher certification. Teachers are advised to contact their individual school districts as to whether this program may qualify for salary advancement.

Specialization Learning Outcomes

In addition to the core program learning outcomes, graduates in this specialization will be prepared to:

1. Evaluate education-related topics, issues, and problems.
2. Demonstrate an understanding of the appropriate application of educational approaches based on a variety of perspectives on childhood development in education.
3. Demonstrate the skills necessary to conduct studies that can be applied to P-20 education that has the potential to positively influence social change.
4. Effectively communicate ideas to a variety of audiences using oral and written formats.
5. Explain how global diversity and multiculturalism can be supported through the use of innovative educational approaches.

Specialization Courses (30 credits)

EDDD 8102 - Promoting the Success of Diverse Learners (5 credits)

OR

EDDD 8010 - Collaborative Communication for Administrators* (5 credits) Students may take this as a non-degree course.

OR

EDPD 8040 - Governance and Politics of Education* (5 credits) Students may take this as a non-degree course.

AND

EDDD 8050 - Curriculum, Instruction, and Assessment: A Systems Perspective (5 credits)

OR

EDDD 8011 - School Organizational Dynamics: Policies and Law* (5 credits) Students may take this as a non-degree course.

OR

EDPD 8044 - Leadership and Management for Change in Education* (5 credits) Students may take this as a non-degree course.

To fulfill the remaining 20 credits, students may use transfer-of-credit from prior education-related doctoral work or choose up to four courses from the following EdD or PhD in Education specializations:

Alternative courses will be reviewed upon request.

PhD Curriculum Instruction Assessment and Evaluation PhD Early Childhood Leadership and Advocacy

PhD Early Childhood Special Education

PhD/EdD Educational Technology and Design PhD Learning Instruction and Innovation

EdD Early Childhood Education

EdD Reading, Literacy, and Assessment (Non-Licensure) EdD Curriculum, Instruction, and Assessment

EdD Educational Administration and Leadership (Non-Licensure) EdD Special Education

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Course Sequence

The recommended course sequence is as follows:

Quarter	Course	Credits
Quarter 1	EDDD 8002 - Leading the Future of Education OR EDDD 8006 - Leading the Future of Education	5 credits
Complete the EdD residency by the end of Term 3.		
Quarter 2	EDDD 8102 - Promoting the Success of Diverse Learners OR EDDD 8010 - Collaborative Communication for Administrators OR EDPD 8040 - Governance and Politics of Education	5 credits
	EDDD 8050 - Curriculum, Instruction, and Assessment: A Systems Perspective OR EDDD 8011 - School Organizational Dynamics: Policies and Law OR EDPD 8044 - Leadership and Management for Change in Education	5 credits
Quarter 3	RSCH 8110 - Research Theory, Design, and Methods	5 credits
	EDDD 8113 - Tools for Doctoral Research Success	3 credits
Quarter 4	EDDD or EDPD 8xxx Specialization Course	5 credits
	RSCH 8210 - Quantitative Reasoning and Analysis	5 credits
Quarter 5	EDDD or EDPD 8xxx Specialization Course	5 credits
	EDDD or EDPD 8xxx Specialization Course	5 credits
Quarter 6	RSCH 8310 - Qualitative Reasoning and Analysis	5 credits
	EDDD 8114 - Demystifying Doctoral Writing for Research	3 credits

<p>Optional: Complete an EdD Advanced residency when you have your doctoral study committee assigned in the Prospectus course (EDUC 8081 / EDDD 8900/8910) or just prior to the Prospectus course of your program. It is also highly recommended for candidates enrolled in EDUC 8090/EDDD 8990.</p>		
Quarter 7	EDDD or EDPD 8xxx Specialization Course	5 credits
	EDDD 8910 - Completing the Prospectus	3 credits
Quarter	Course	Credits
Quarter 8	EDDD 8990 - Completing the Doctoral Capstone*	5 credits per term for a minimum of 4 terms; taken continuously until completion

* Students take this course for a minimum of four terms and are continuously enrolled until completion of their doctoral study with final chief academic officer (CAO) approval. In general, students are continuously registered in the dissertation/doctoral study course until they complete their capstone project and it is approved. This usually takes longer than the minimum required terms in the dissertation/doctoral study course shell.

To complete a doctoral study, students must obtain the academic approval of several independent evaluators including their committee, the university research reviewer, and the Institutional Review Board; pass the Form and Style Review; gain approval at the oral defense stage; and gain final approval by the chief academic officer. Students must also publish their dissertation on ProQuest before their degree is conferred. Learn more about the dissertation/doctoral study process in the Dissertation Guidebook.

□ Specialization in Reading, Literacy, and Assessment

The Reading, Literacy, and Assessment specialization is for educators who wish to influence growth in reading and literacy and gain expertise in the latest research and best practices in reading, literacy, curriculum design and instruction, teacher professional development, and program evaluation and assessment. Educators develop skills and strategies that can improve reading and curriculum outcomes across the educational system, including classroom instruction, program design, policy implementation, critical thinking, and research skill development. In their coursework, education professionals explore sociopolitical, cultural, and economic influences on literacy, curriculum, assessment, and instruction for diverse learners; changing definitions of literacy; best practices in literacy; and program design and evaluation.

Walden University's EdD program with a specialization in Reading, Literacy, and Assessment (Non- Licensure) does not lead to certification or licensure in reading, literacy, and assessment. 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 reading, literacy, and assessment teacher.

Specialization Learning Outcomes

In addition to the core program learning outcomes, graduates in this specialization will be prepared to:

1. Analyze the components of reading curriculum in the 21st century, including influences from the socio-political landscape, social media, technological innovations, family and community involvement, and influences from applicable education standards.
2. Improve curriculum/literacy programming with stakeholder support at the systems level by drawing on professional reading and curriculum standards.
3. Analyze the challenges faced in improving teaching and learning in literacy curriculum across all content areas, including prior student learning, language, culture, family, and community values.
4. Evaluate literacy curriculum based on information about literacy assessments used at the national, state, and local levels.
5. Develop literacy programs that enhance student learning and support professional development for teachers.
6. Integrate concepts of positive social change in leadership, assessment, professional development, literacy curriculum, and literacy instruction activities.
7. Practice ethically in the profession.
8. Design research to address educational problems and contribute to the profession.

Specialization Courses (30 credits)

EDDD 8060 - Issues and Trends in Reading and Literacy* (5 credits) Students may take this as a non-degree course.

EDDD 8101 - Learner-Centered Curriculum (5 credits)

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EDDD 8102 - Promoting the Success of Diverse Learners (5 credits)

EDDD 8061 - Assessment and Data Analysis to Support Effective Literacy Programs (5 credits) EDDD 8062 -

Collaborative Approach to Literacy Across the Content Areas (5 credits)

EDDD 8106 - Program Evaluation for Continuous Improvement (5 credits)

Course Sequence

The recommended course sequence is as follows:

Quarter	Course	Credits
Quarter 1	EDDD 8002 - Leading the Future of Education OR EDDD 8006 - Leading the Future of Education (6-week version)	5 credits
Complete the EdD residency by the end of Term 3.		
Quarter 2	EDDD 8060 - Issues and Trends in Reading and Literacy	5 credits
	EDDD 8101 - Learner-Centered Curriculum	5 credits
Quarter 3	RSCH 8110 - Research Theory, Design, and Methods	5 credits
	EDDD 8113 - Tools for Doctoral Research Success	3 credits
Quarter 4	EDDD 8102 - Promoting the Success of Diverse Learners	5 credits
	RSCH 8210 - Quantitative Reasoning and Analysis	5 credits
Quarter 5	EDDD 8061 - Assessment and Data Analysis to Support Effective Literacy Programs	5 credits
	EDDD 8082 - Meaningful Learning Experiences in Supportive Environments	5 credits
Quarter 6	EDDD 8114 - Demystifying Doctoral Writing for Research	3 credits
	RSCH 8310 - Qualitative Reasoning and Analysis	5 credits
<p>Optional: Complete an EdD Advanced residency when you have your doctoral study committee assigned in the Prospectus course (EDUC 8081 / EDDD 8900/8910) or just prior to the Prospectus course of your program. It is also highly recommended for candidates enrolled in EDUC 8090/EDDD 8990.</p>		
Quarter 7	EDDD 8106 - Program Evaluation for Continuous Improvement	5 credits
	EDDD 8910 - Completing the Prospectus	3 credits
Quarter 8	EDDD 8990 - Completing the Doctoral Capstone*	5 credits per term for a minimum of 4 terms; taken continuously until completion

* Students take this course for a minimum of four terms and are continuously enrolled until completion of their doctoral study with final chief academic officer (CAO) approval.

To complete a doctoral study, students must obtain the academic approval of several independent evaluators including their committee, the University Research Reviewer, and the Institutional Review Board; pass the Form and Style Review; gain approval at the oral defense stage; and gain final approval by the chief academic officer. Students must also publish their dissertation on ProQuest before their degree is conferred. Learn more about the dissertation process in the Dissertation Guidebook.

□ Specialization in Special Education

Through this EdD specialization, educators focus on advancing their professional growth while increasing their comprehensive understanding of the critical trends and issues impacting special education today. Educators have the opportunity to engage in case-study scenarios drawn from real life, which require collaborative problem solving and the implementation of research-based strategies to master program outcomes. Educators culminate this program with the creation of a scholarly capstone project that is focused on problems of practice related to special education as well as effecting positive social change.

The curriculum is informed by the Council for Exceptional Children's Advanced Preparation Standards and focuses on key issues in the field of special education, such as leadership and policy, program development and assessment, collaboration, and ethical practice.

Specialization Learning Outcomes

In addition to the core program learning outcomes, graduates in this specialization will be prepared to:

1. Evaluate policies surrounding ethical and legal practices that support high-quality education for individuals with diverse educational, behavioral, emotional, and cultural learning needs.
2. Implement valid research-based assessment measures to facilitate learning and behavioral interventions for individuals with diverse educational, behavioral, emotional, and cultural learning needs.
3. Evaluate special education programs, including the integration of related services (e.g., assistive technology, behavioral intervention, transition, inclusion), for individuals with exceptionalities based upon an understanding of individual differences.
4. Apply research-based strategies to improve data decision-making, support, and services for individuals with diverse educational, behavioral, emotional, and cultural learning needs.
5. Facilitate the continuous improvement of education programs/support/services for individuals with exceptionalities.
6. Effectively collaborate with stakeholders to improve outcomes for individuals with exceptionalities and their families.
7. Design research to address a special education problem and contribute to the profession.

Specialization Courses (30 credits)

EDDD 8070 - Special Education: Exploring Theory and Practice* (5 credits) Students may take this as a non-degree course.

EDDD 8071 - Leading Change in Special Education: Advocacy, Policy, and Law* (5 credits)

Students may take this as a non-degree course.

EDDD 8072 - Research Methodology for Special Education* (5 credits) Students may take this as a non-degree course.

EDDD 8073 - Designing Specialized Instruction for Diverse Learners (5 credits) EDDD 8074 - Implementing Effective School-Wide Intervention Models (5 credits)

EDDD 8075 - Sustaining and Supporting Effective Practices in Special Education (5 credits)

Course Sequence

The recommended course sequence is as follows:

Quarter	Course	Credits
Quarter 1	EDDD 8002 - Leading the Future of Education	5 credits
	OR EDDD 8006 - Leading the Future of Education (6-week version)	
Complete the EdD residency by the end of Term 3.		
Quarter 2	EDDD 8070 - Special Education: Exploring Theory and Practice	5 credits
	EDDD 8071 - Leading Change in Special Education: Advocacy, Policy, and Law	5 credits
Quarter 3	RSCH 8110 - Research Theory, Design, and Methods	5 credits
	EDDD 8113 - Tools for Doctoral Research Success	3 credits
Quarter 4	EDDD 8072 - Research Methodology for Special Education	5 credits
	RSCH 8210 - Quantitative Reasoning and Analysis	5 credits
Quarter 5	EDDD 8073 - Designing Specialized Instruction for Diverse Learners	5 credits
	EDDD 8074 - Implementing Effective School-Wide Intervention Models	5 credits
Quarter 6	RSCH 8310 - Qualitative Reasoning and Analysis	5 credits
	EDDD 8114 - Demystifying Doctoral Writing for Research	3 credits
<p>Optional: Complete an EdD Advanced residency when you have your doctoral study committee assigned in the Prospectus course (EDUC 8081 / EDDD 8900/8910) or just prior to the Prospectus course of your program. It is also highly recommended for candidates enrolled in EDUC 8090/EDDD 8990.</p>		
Quarter 7	EDDD 8075 - Sustaining and Supporting Effective Practices in Special Education	5 credits
	EDDD 8910 - Completing the Prospectus	3 credits
Quarter 8	EDDD 8990 - Completing the Doctoral Capstone*	5 credits per term for a minimum of 4

		quarters until completion
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* Students take this course for a minimum of four terms and are continuously enrolled until completion of their doctoral study with final chief academic officer (CAO) approval.

To complete a doctoral study, students must obtain the academic approval of several independent evaluators including their committee, the University Research Reviewer, and the Institutional Review Board; pass the Form and Style Review; gain approval at the oral defense stage; and gain final approval by the chief academic officer. Students must also publish their dissertation on ProQuest before their degree is conferred. Learn more about the dissertation process in the Dissertation Guidebook.

Residency Requirements

Complete the EdD required residency face-to-face by the end of Term 3.

Optional: Complete an EdD Advanced residency when you have your doctoral study committee assigned in the Prospectus course (EDUC 8081 / EDDD 8900/8910) or just prior to the Prospectus course of your program. It is also highly recommended for candidates enrolled in EDUC 8090/EDDD 8990.

Completion of the Doctoral Capstone

Doctoral Support Courses (9 credits)

EDDD 8113 - Tools for Doctoral Research Success (3 credits) EDDD 8114 - Demystifying Doctoral Writing for Research (3 credits) EDDD 8910 - Completing the Prospectus (3 credits)

Completing the Doctoral Capstone (5 credits per term for a minimum of 20 credits until completion)

EDDD 8990 - Completing the Doctoral Capstone (5 credits per term for a minimum of 4 quarters until completion)

Students take this course for a minimum of four terms and are continuously enrolled until completion of their doctoral study with final chief academic officer (CAO) approval.

To complete a doctoral study, students must obtain the academic approval of several independent evaluators including their committee, the University Research Reviewer, and the Institutional Review Board; pass the Form and Style Review; gain approval at the oral defense stage; and gain final approval by the chief academic officer. Students must also publish their dissertation on ProQuest before their degree is conferred. Learn more about the dissertation process in the Dissertation Guidebook.

Doctoral Writing Assessment

Students who start or readmit to doctoral programs at Walden University in the university catalog for academic year 2017 or later will complete the university's required doctoral writing assessment. Designed to evaluate incoming doctoral students' writing skills, this assessment aims to help prepare incoming doctoral students to meet the university's expectations for writing at the doctoral level.

8-Year Maximum Time Frame

In general, students are continuously registered in the dissertation/doctoral study course until they complete their capstone project and it is approved. This usually takes longer than the minimum required terms in the dissertation/doctoral study course shell.

Students have up to 8 years to complete their doctoral degree requirements (see Enrollment Requirements in the student handbook). Students may petition to extend the 8-year maximum time frame, but an extension is not guaranteed.

PhD in Developmental Psychology

Doctoral education in Developmental Psychology is the next logical, broad specialization that Walden's School of Psychology offers. Students interested in human growth and development across the lifespan are provided a doctoral level education in the PhD in Developmental Psychology program. The focus of the PhD in Developmental Psychology program will be on topics including the cognitive, physical, emotional, social, health, and cultural aspects of human development across the lifespan.

Students will develop the professional skills needed for nonclinical academic, research, or professional careers. In the PhD in Developmental Psychology program, eight specializations offer students the opportunity to focus their studies: (1) General; (2) Administration and Leadership; (3) Child and Adolescent Development; (4) Health and Human Development; (5) International Perspectives in Developmental Psychology; (6) Research; (7) Teaching; and (8) Self-designed specialization. The doctoral program includes more research- and teaching-focused courses to add to the more practice-focused MS in Developmental Psychology program. Students will be able to apply their knowledge and skills in developmental psychology to promote positive social change in the lives of individuals, families, and communities through teaching, research, and practice.

Note on Licensure

The PhD in Developmental Psychology program is not a licensure program and does not prepare an individual to become a licensed psychology professional.

Learning Outcomes

Upon completion of the PhD in Developmental Psychology program, students will be able to:

1. Synthesize developmental psychology theory and research in the physical, cognitive, emotional, health, social, and cultural aspects of human lifespan development.
2. Articulate the history of developmental psychology and how the specialty of developmental psychology is unique.
3. Develop an identity as a developmental psychologist.
4. Evaluate how key issues and seminal works within the field of developmental psychology (including the areas of the physical, cognitive, emotional, social, and cultural aspects of human development) apply to human development across the lifespan.
5. Produce independent scholarly research utilizing basic and advanced research methods.
6. Apply theory and research in the practice of a developmental psychologist.
7. Demonstrate the ability to apply results of evidence-based developmental psychology research in various institutions and organizations concerned with issues impacting human development.
8. Describe experiences and perspectives of diverse populations (including but not limited to race, culture, socioeconomics, age, gender, sexual orientation, and disability) from a developmental psychology perspective.
9. Apply relevant ethical codes (e.g., APA) in developmental psychology research practice and work settings.
10. Discuss how social/political issues, policies, and events impact the field of developmental psychology.
11. Engage in professional activities related to developmental psychology that promote positive social change.

Specializations

Changing specializations may increase a student's expected time-to-degree completion and cost.

General Program

Students are provided with maximum flexibility by allowing them to design a program that most closely matches their personal and professional goals. The program is completed by choosing any three specialization courses from among the PhD in Developmental Psychology program's specializations. Students should complete the General Program if they want to pursue an area of interest that is not among the specializations currently offered.

Specialization Courses (15 credits)

DPSY 8719 - Developmental Psychopathology (5 credits)

DPSY 8815 - Contemporary Gerontology/Geriatric Psychology (5 credits) DPSY 8718 - Psychology of the Exceptional Individual (5 credits)

□ Specialization in Administration and Leadership

Students can prepare themselves as leaders and administrators as they are working in the field of human development. Students learn the theories and research on developmental psychology, and equips them with the knowledge/skills needed in the areas of organizational behavior, leadership development, and consulting that they can apply in real life and professional fields dealing with human development. If students are working in the field of health services, social work, or any human services-related area, and want to receive a higher degree to advance their careers, this is the right specialization for them.

Specialization Courses (15 credits)

DPSY 8480 - Psychology of Organizational Behavior (5 credits) DPSY 8755 - Leadership and Leader Development (5 credits) DPSY 8214 - Consulting for Organizational Change (5 credits)
(required course for BS entry track)

OR

DPSY 8701 - Culture and Psychology (5 credits)

(required core course for BS entry track, course option for MS entry track)

□ Specialization in Child and Adolescent Development

Students prepare to advance their careers and help improve the lives of children and adolescents. In the Child and Adolescent Development specialization, they will learn to apply the latest theories and research on child development, abnormal psychology, behavior analysis, and health issues to promote the well-being of children and adolescents in schools, communities, and families. With its focus on practical approaches to real-world challenges facing children and adolescents, such as bullying and obesity, this specialization provides the tools students need to make an impact on their lives—as well as their careers.

Specialization Courses (15 credits)

DPSY 8719 - Developmental Psychopathology (5 credits)

DPSY 8400 - Diversity in Child/Adolescent Development and Learning (5 credits)

DPSY 8401 - Principles/Conceptual Foundations of Behavior Analysis for Children and Adolescents (5 credits)

□ Specialization in Health and Human Development

Health is an integral part of human development and, in this specialization, students prepare to apply the latest psychological research and theory in developmental psychology to real-world situations such as in a healthcare, or within the human/social services settings. In addition to learning about psychology of health and health behavior, students have the option of focusing on one specific area, such as children-adolescent health, women's health, or geriatric health.

Specialization Courses (15 credits)

DPSY 8745 - Health Psychology (5 credits)

DPSY 8242 - Changing Health Behavior: Theory and Practice (5 credits) DPSY 8573 - Child and Adolescent Health (5 credits)

OR

DPSY 8574 - Womens Health (5 credits)

OR

DPSY 8815 - Contemporary Gerontology/Geriatric Psychology (5 credits)

□ Specialization in International Perspectives

The focus of this specialization is on how cultures impact human development, explain international perspectives on human development, and describe how current global crises such as terrorism, genocides, mass migration, refugee crises impact development including the health and mental health of global populations under crises.

Specialization Courses (15 credits)

DPSY 8400 - Diversity in Child/Adolescent Development and Learning (5 credits) DPSY 8229 - International Perspectives on Human Development (5 credits) DPSY 8816 - Development in an Era of Global Crisis (5 credits)

□ Specialization in Research

Beginning with a core knowledge of developmental psychology and ethics, this specialization will provide students with advanced research skills related to methodology and analyses. Students will gain knowledge of how to conduct both quantitative and qualitative research, as well as how to critically review the latest research in human development.

Specialization Courses (15 credits)

DPSY 8202 - Survey Research Methods (5 credits) DPSY 8307 - Multivariate Analysis (5 credits)

RSCH 8460 - Advanced Mixed-Methods Reasoning and Analysis (5 credits)

Specialization in Teaching

In light of rapid increase in the older adult population in the USA, this focus of this specialization is on developmental aspects of adult life including aging, work, sexuality, and geriatric psychology.

Students prepare themselves to apply the latest theories and research related to real life of adults including aging, health and mental health issues, careers, sexuality and makes an impact on their lives and their careers.

Specialization Courses (15 credits)

DPSY 8760 - Educational Psychology (5 credits) DPSY 8762 - Teaching of Psychology (5 credits)

DPSY 8763 - Principles of Instructional Design (5 credits)

OR

DPSY 8764 - Instructional Design for Online Course Development (5 credits)

Specialization in Self-Designed

This specialization provides students with maximum flexibility by allowing them to design a program that most closely matches their personal and professional goals. Students will choose any three specialization courses from the PhD in Developmental Psychology program.

Specialization Courses (15 credits)

Students may choose any three courses from the specializations in the PhD in Developmental Psychology program.

Degree Requirements

For Those Entering With an MS Degree

Minimum Degree Requirements

Doctoral Writing Assessment

Professional Development Plan and Program of Study Foundations course (3 credits)

Core courses (25 credits) Research courses (10 credits) Specialization courses (15 credits) Completion of Doctoral

Dissertation

Dissertation support courses (7 credits)

Dissertation writing courses (5 credits per term for a minimum of four terms; taken continuously until completion)

Four PhD residencies

Curriculum

Foundation Course (3 credits)

DPSY 8002 - Foundations for Graduate Study in Psychology (3 credits)

Core Courses (25 credits)

DPSY 8121 - Development in the Digital Age (5 credits) DPSY 8218 - Gender and Development (5 credits)

DPSY 8227 - Language and Cognitive Development (5 credits)

DPSY 8228 - Social and Emotional Development (5 credits)

AND

DPSY 8412 - Research Foundations (5 credits)

OR

DPSY 8412 - Research Foundations (5 credits)

OR

RSCH 8210 - Quantitative Reasoning and Analysis* (5 credits) Students may take this as a non-degree course.

OR

RSCH 8310 - Qualitative Reasoning and Analysis* (5 credits)

Students may take this as a non-degree course.

Advanced Research Courses (10 credits)

RSCH 8260 - Advanced Quantitative Reasoning and Analysis (5 credits) RSCH 8360 - Advanced Qualitative Reasoning and Analysis (5 credits)

Specialization Courses (15 credits)

See each specialization page for specific courses.

Residency Requirements

Residency 1 – Complete Residency 1 as soon as you begin your program; should be completed in Term 1 or Term 2.

Residency 2 – Complete Residency 2 at the beginning of your second year, around the time of second research course.

Residency 3 – Complete Residency 3 once you have a prospectus in Walden’s review system. Residency 4 –Complete residency 4 after your prospectus is approved as follows:

Residency 4 General (RESI 8404) OR

Residency 4 Proposal Writing (RESI 8404Q) OR

Residency 4 Methods & Data Collection: Qualitative (RESI 8404R) OR Residency 4 Methods & Data Collection: Quantitative (RESI 8404S) OR Residency 4 Publishing & Presenting (RESI 8404T) OR

an approved professional conference (RESI 8900 for select programs only. Contact Advising for information.) OR

a dissertation intensive (DRWI 8500) during your 9000 course. Contact Student Success Advising to register. You must attend all sessions and advising throughout the entire intensive retreat in order to successfully complete the experience to satisfy residency 4 requirements. *NOTE: Intensive Retreats are NOT included in Fast Track tuition.*

Optional: Complete a dissertation intensive (DRWI 8500) during PSYC 9000. Contact Student Success Advising to register.

Completion of the Doctoral Dissertation

DPSY 8115 - Writing a Quality Prospectus in Psychology (5 credits)

OR

DPSY 8185 - Writing a Quality Prospectus in Psychology (5 credits)

AND

DPSY 8700 - Literature Review (2 credits)

DPSY 9000 - Dissertation (5 credits per term for a minimum of 4 quarters until completion)

Students take this course for a minimum of four quarters and are continuously enrolled until completion of their dissertation with final chief academic officer (CAO) approval. In general, students are continuously registered in the dissertation course until they complete their capstone project and it is approved. This usually takes longer than the minimum required terms in the dissertation course shell.

To complete a doctoral dissertation, students must obtain the academic approval of several independent evaluators including their committee, the University Research Reviewer, and the Institutional Review Board; pass the Form and Style Review; gain approval at the oral defense stage; and gain final approval by the chief academic officer. Students must also publish their dissertation on ProQuest before their degree is conferred. Learn more about the dissertation process in the Dissertation Guidebook.

Course Sequence for Those Entering With an MS Degree

Students undertake courses in the following sequence.

Quarter	Course	Credits
Quarter 1	DPSY 8002 - Foundations for Graduate Study in Psychology	3 credits
	DPSY 8121 - Development in the Digital Age	5 credits
Complete Residency 1 as soon as you begin your program; should be completed in Term 1 or Term 2.		
Quarter 2	DPSY 8412 - Research Foundations OR RSCH 8210 - Quantitative Reasoning and Analysis OR RSCH 8310 - Qualitative Reasoning and Analysis (Student must complete DPSY 8412 if they have completed RSCH 8210 and RSCH 8310 at Walden or another institution.)	5 credits
	DPSY 8227 - Language and Cognitive Development	5 credits
Quarter 3	RSCH 8360 - Advanced Qualitative Reasoning and Analysis	5 credits
	DPSY 8228 - Social and Emotional Development	5 credits
Quarter 4	RSCH 8260 - Advanced Quantitative Reasoning and Analysis	5 credits
	Specialization Course*	5 credits
Complete Residency 2 at the beginning of your second year, around the time of second research course.		
Quarter 5	Specialization Course*	5 credits
	DPSY 8700 - Literature Review	2 credits
Complete Residency 3 once you have a prospectus in Walden's review system.		
Quarter 6	Specialization Course*	5 credits
	DPSY 8115 - Writing a Quality Prospectus in Psychology OR DPSY 8185 - Writing a Quality Prospectus in Psychology	5 credits

Quarter	Course	Credits
	<ul style="list-style-type: none"> • Residency 4 –Complete residency 4 after your prospectus is approved as follows: <ul style="list-style-type: none"> Residency 4 General (RESI 8404) OR Residency 4 Proposal Writing (RESI 8404Q) OR Residency 4 Methods & Data Collection: Qualitative (RESI 8404R) OR Residency 4 Methods & Data Collection: Quantitative (RESI 8404S) OR Residency 4 Publishing & Presenting (RESI 8404T) OR an approved professional conference (RESI 8900 for select programs only. Contact Advising for information.) OR a dissertation intensive (DRWI 8500) during your 9000 course. Contact Student Success Advising to register. You must attend all sessions and advising throughout the entire intensive retreat in order to successfully complete the experience to satisfy residency 4 requirements. <i>NOTE: Intensive Retreats are NOT included in Fast Track tuition.</i> 	
Quarter 7	DPSY 8218 - Gender and Development	5 credits
Quarter 8	DPSY 9000 - Dissertation **	5 credits per term for a minimum of 4 terms; taken continuously until completion
<p>Optional: Complete a dissertation intensive (DRWI 8500) during PSYC 9000. Contact Student Success Advising to register.</p>		

* See each specialization page for specific courses for that specialization.

** Students take this course for a minimum of four terms and are continuously enrolled until completion of their doctoral study with final chief academic officer (CAO) approval. In general, students are continuously registered in the dissertation study course until they complete their capstone project and it is approved. This usually takes longer than the minimum required terms in the dissertation course shell.

To complete a doctoral dissertation, students must obtain the academic approval of several independent evaluators including their committee, the University Research Reviewer, and the Institutional Review Board; pass the Form and Style Review; gain approval at the oral defense stage; and gain final approval by the chief academic officer. Students must also publish their dissertation on ProQuest before their degree is conferred. Learn more about the dissertation process in the Dissertation Guidebook.

For Those Entering With a BS Degree

Minimum Degree Requirements

Doctoral Writing Assessment

• Professional Development Plan and Program of Study Foundations course (3 credits)

• Core courses (40 credits) Research courses (25 credits) Specialization courses (15 credits) Completion of Doctoral Dissertation

Dissertation support courses (7 credits)

Dissertation writing courses (5 credits per term for a minimum of four terms; taken continuously until completion)

Four PhD residencies

Curriculum

Foundation Course (3 credits)

DPSY 8002 - Foundations for Graduate Study in Psychology (3 credits)

Core Courses (40 credits)

DPSY 8111 - Themes and Theories of Developmental Psychology* (5 credits) Students may take this as a non-degree course.

DPSY 8121 - Development in the Digital Age (5 credits) DPSY 8215 - Lifespan Development (5 credits)

DPSY 8218 - Gender and Development (5 credits)

DPSY 8227 - Language and Cognitive Development (5 credits) DPSY 8228 - Social and Emotional Development (5 credits) DPSY 8245 - Social Psychology (5 credits)

DPSY 8701 - Culture and Psychology (5 credits)

Research Courses (25 credits)

RSCH 8110 - Research Theory, Design, and Methods* (5 credits) Students may take this as a non-degree course.

RSCH 8210 - Quantitative Reasoning and Analysis* (5 credits) Students may take this as a non-degree course.

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RSCH 8260 - Advanced Quantitative Reasoning and Analysis (5 credits) RSCH 8310 - Qualitative Reasoning and Analysis* (5 credits)

Students may take this as a non-degree course.

RSCH 8360 - Advanced Qualitative Reasoning and Analysis (5 credits)

Specialization Courses (15 credits)

See each specialization page for specific courses.

Residency Requirements

Residency 1 – Complete Residency 1 as soon as you begin your program; should be completed in Term 1 or Term 2.

Residency 2 – Complete Residency 2 at the beginning of your second year, around the time of second research course (RSCH 8310).

Residency 3 – Complete Residency 3 once you have a prospectus in Walden’s review system. Residency 4 –Complete residency 4 after your prospectus is approved as follows:

Residency 4 General (RESI 8404) OR Residency 4 Proposal Writing (RESI 8404Q) OR

Residency 4 Methods & Data Collection: Qualitative (RESI 8404R) OR Residency 4 Methods & Data Collection: Quantitative (RESI 8404S) OR Residency 4 Publishing & Presenting (RESI 8404T) OR

an approved professional conference (RESI 8900 for select programs only. Contact Advising for information.) OR a dissertation intensive (DRWI 8500) during your 9000 course. Contact Student Success Advising to register. You must attend all sessions and advising throughout the entire intensive retreat in order to successfully complete the experience to satisfy residency 4 requirements. *NOTE: Intensive Retreats are NOT included in Fast Track tuition.*

Optional: Complete a dissertation intensive (DRWI 8500) during DPSY 9000. Contact Student Success Advising to register.

Completion of the Doctoral Dissertation

DPSY 8115 - Writing a Quality Prospectus in Psychology (5 credits)

OR

DPSY 8185 - Writing a Quality Prospectus in Psychology (5 credits)

AND

DPSY 8700 - Literature Review (2 credits)

DPSY 9000 - Dissertation (5 credits per term for a minimum of 4 quarters until completion)

Students take this course for a minimum of four quarters and are continuously enrolled until completion of their dissertation with final chief academic officer (CAO) approval. In general, students are continuously registered in the dissertation course until they complete their capstone project and it is approved. This usually takes longer than the minimum required terms in the dissertation course shell.

To complete a doctoral dissertation, students must obtain the academic approval of several independent evaluators including their committee, the University Research Reviewer, and the Institutional Review Board; pass the Form and Style Review; gain approval at the oral defense stage; and gain final approval by the chief academic officer. Students must also publish their dissertation on ProQuest before their degree is conferred. Learn more about the dissertation process in the Dissertation Guidebook.

Course Sequence for Students Entering With a BS Degree

Students undertake courses in the following sequence.

Quarter	Course	Credits
Quarter 1	DPSY 8002 - Foundations for Graduate Study in Psychology	3 credits
	DPSY 8111 - Themes and Theories of Developmental Psychology	5 credits
Complete Residency 1 as soon as you begin your program; should be completed in Term 1 or Term 2.		
Quarter 2	DPSY 8215 - Lifespan Development	5 credits
	DPSY 8245 - Social Psychology	5 credits
Quarter 3	RSCH 8110 - Research Theory, Design, and Methods	5 credits
	DPSY 8701 - Culture and Psychology	5 credits
Quarter 4	RSCH 8210 - Quantitative Reasoning and Analysis	5 credits
	DPSY 8121 - Development in the Digital Age	5 credits
Complete Residency 2 at the beginning of your second year, around the time of second research course (RSCH 8310).		
Quarter 5	RSCH 8310 - Qualitative Reasoning and Analysis	5 credits
	DPSY 8218 - Gender and Development	5 credits
Complete Residency 3 once you have a prospectus in Walden's review system.		
Quarter 6	RSCH 8360 - Advanced Qualitative Reasoning and Analysis	5 credits
	DPSY 8227 - Language and Cognitive Development	5 credits
Quarter 7	RSCH 8260 - Advanced Quantitative Reasoning and Analysis	5 credits
	DPSY 8228 - Social and Emotional Development	5 credits
Quarter 8	DPSY 8700 - Literature Review	2 credits
	Specialization Course*	5 credits

Quarter	Course	Credits
Quarter 9	DPSY 8115 - Writing a Quality Prospectus in Psychology OR DPSY 8185 <ul style="list-style-type: none"> • - Writing a Quality Prospectus in Psychology • Complete residency 4 after your prospectus is approved as follows: <ul style="list-style-type: none"> • Residency 4 General (RESI 8404) OR Residency 4 Proposal Writing (RESI 8404Q) OR • Residency 4 Methods & Data Collection: Qualitative (RESI 8404R) OR • Residency 4 Methods & Data Collection: Quantitative (RESI 8404S) OR Residency 4 Publishing & Presenting (RESI 8404T) OR an approved professional conference (RESI 8900 for select programs only. Contact Advising for information.) OR a dissertation intensive (DRWI 8500) during your 9000 course. <p>Contact Student Success Advising to register. You must attend all sessions and advising throughout the entire intensive retreat in order to successfully complete the experience to satisfy residency 4 requirements. <i>NOTE: Intensive Retreats are NOT included in Fast Track tuition.</i></p>	5 credits
	Specialization Course*	5 credits
Quarter 1	Specialization Course*	5 credits
Quarter 10+	DPSY 9000 - Dissertation **	5 credits per term for a minimum of 4 terms; taken continuously until completion
<p>Optional: Complete a dissertation intensive (DRWI 8500) during DPSY 9000. Contact Student Success Advising to register.</p>		

* See each specialization page for the specific courses for that specialization.

** Students take this course for a minimum of four terms and are continuously enrolled until completion of their doctoral study with final chief academic officer (CAO) approval. In general, students are continuously registered in the dissertation study course until they complete their capstone project and it is approved. This usually takes longer than the minimum required terms in the dissertation course shell.

To complete a doctoral dissertation, students must obtain the academic approval of several independent evaluators including their committee, the University Research Reviewer, and the Institutional Review Board; pass the Form and Style Review; gain approval at the oral defense stage; and gain final approval by the chief academic officer. Students must also publish their dissertation on ProQuest before their degree is conferred. Learn more about the dissertation process in the Dissertation Guidebook.

Master of Philosophy (Embedded Degree)

Walden awards the Master of Philosophy (MPhil) degree to recognize PhD students for academic achievement leading up to their dissertation. With an MPhil, students will be able to demonstrate to employers and others that they have an advanced knowledge base in their field of study as well as proficiency in research design and evaluation.

Students are eligible to apply for this credential while continuing their PhD program once they have completed:

- All required PhD core courses (or KAMs)

- All required PhD specialization courses (or KAMs)

- All required doctoral research and advanced research courses Program prospectus development course

- Residencies 1, 2, and 3

- A minimum 3.0 GPA is mandatory.

- The MPhil requires a minimum of 45 quarter credits. Maximum transfer of credit varies by program but is not to exceed 50% of the overall, or embedded, program requirements.

Doctoral Writing Assessment

Students who start or readmit to doctoral programs at Walden University in the university catalog for academic year 2017 or later will complete the university's required doctoral writing assessment. Designed to evaluate incoming doctoral students' writing skills, this assessment aims to help prepare incoming doctoral students to meet the university's expectations for writing at the doctoral level.

8-Year Maximum Time Frame

In general, students are continuously registered in the dissertation/doctoral study course until they complete their capstone project and it is approved. This usually takes longer than the minimum required terms in the dissertation/doctoral study course shell.

Students have up to 8 years to complete their doctoral degree requirements (see Enrollment Requirements in the student handbook). Students may petition to extend the 8-year maximum time frame, but an extension is not guaranteed.

PhD in Education

The PhD in Education is a research-focused program that produces outstanding professionals who can address the nation's most pressing challenges in the field of education. Specializations in a variety of established and newly emerging fields and a general program are available. For those educators whose particular learning interests are not met by one of the specializations or whose interests are interdisciplinary, The Richard W. Riley College of Education and Human Services also offers a self-designed specialization to meet their unique needs.

The PhD in Education learning outcomes will be demonstrated through numerous direct and indirect measures in each of the PhD specializations.

Note on Teacher Licensure or Certification

This program does not lead to teacher licensure or certification. Teachers are advised to contact their individual school districts as to whether this program may qualify for salary advancement.

Learning Outcomes

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

1. Synthesize content knowledge grounded in a specific educational discipline.
2. Critically analyze education-related issues.
3. Align research methodologies to questions and hypotheses addressing problems in the discipline of education.
4. Communicate ideas to a variety of audiences related to the profession using oral and written scholarly formats.
5. Practice ethically as a scholar in the field of education.
6. Integrate a focus on global diversity and multiculturalism into solving problems in education.
7. Evaluate the role of education in advancing social justice and positive social change.

Degree Requirements

Professional Development Plan and Program of Study Foundation course (5 credits)

Core course (5 credits) Specialization courses (30 credits) Doctoral support courses (6 credits) Research courses (20 credits) Completion of the Doctoral Capstone

Doctoral Dissertation course Four PhD residencies

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Curriculum

These courses are dependent upon the particular specialization. Please see the course list on each specialization page.

Foundation Course (5 credits)

EDPD 8002 - Leading the Future of Education* (5 credits) Students may take this as a non-degree course.

OR

*

EDPD 8006 - Leading the Future of Education* (5 credits) (6-week version) Students may take this as a non-degree course.

Core Research Sequence (15 credits)

Courses composing the core research sequence are conducted online and require weekly readings, participation in discussions, and assignment completion. Course instructors guide discussions and evaluate discussion and application assignments. RSCH 8100 **OR** RSCH 8110 must be completed prior to Residency 2 of the academic residencies. RSCH 8200 - Quantitative Reasoning and

Analysis **OR** RSCH 8210 and RSCH 8300 **OR** RSCH 8310 must be completed prior to beginning the dissertation or attending Residency 3.

RSCH 8100 - Research Theory, Design, and Methods (4 credits)

OR

RSCH 8110 - Research Theory, Design, and Methods* (5 credits) Students may take this as a non-degree course.

RSCH 8200 - Quantitative Reasoning and Analysis (4 credits)

OR

RSCH 8210 - Quantitative Reasoning and Analysis* (5 credits) Students may take this as a non-degree course.

RSCH 8300 - Qualitative Reasoning and Analysis (4 credits)

OR

RSCH 8310 - Qualitative Reasoning and Analysis* (5 credits) Students may take this as a non-degree course.

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Advanced Research Course (5 credits)

Those enrolled in this specialization are required to complete an advanced research course. The university offers three advanced research courses: quantitative, qualitative, and mixed-methods. When the prospectus is approved, students will take the advanced research course selected as the methodology approved for the dissertation.

Students are required to complete one of the following courses:

RSCH 8260 - Advanced Quantitative Reasoning and Analysis (5 credits) RSCH 8360 - Advanced Qualitative Reasoning and Analysis (5 credits) RSCH 8460 - Advanced Mixed-Methods Reasoning and Analysis (5 credits)

Specialization Courses

Changing specializations may increase a student's expected time-to-degree completion and cost.

▣ Specialization in Curriculum Instruction Assessment and Evaluation

This specialization is designed for educators who want to influence positive educational change and improve student and school performance through ongoing research in curriculum, instruction, assessment, and evaluation. Coursework focuses on developing professional expertise through in-depth research. Students gain the ability to effectively design, modify, and evaluate curriculum and assessment practices using a systems approach. Educators in this PhD in Education program will be equipped with skills in program evaluation; strategic planning; curriculum mapping; and systems, technology, and curriculum audits. In addition, students learn to develop evidence-based action plans that will positively impact any educational application and provide opportunities for realizing meaningful and sustainable social change.

Note on Certification

This program is not intended to lead to teacher certification. Teachers are advised to contact their individual school districts as to whether this program may qualify for salary advancement.

Specialization Learning Outcomes

In addition to the core program learning outcomes, graduates in this specialization will be prepared to:

1. Utilize technology to support learning for a diverse student population.
2. Improve teacher effectiveness to promote learner-centered practices.
3. Utilize knowledge of educational trends/issues in education to promote positive change in school and community environments.
4. Promote continuous improvement in learning and teaching.
5. Practice ethically in the profession.
6. Address curriculum, instruction, and assessment issues.
7. Apply CIAE content area knowledge and methodology to execute meaningful and sustainable educational practices.
8. Collaborate with diverse stakeholders, including families, school, and community members, in order to advocate for student needs.
9. Demonstrate the ability to conduct research that positively impacts social change.

Specialization Courses (30 credits)

EDPD 8050 - Curriculum, Instruction, and Assessment: A Systems Perspective (5 credits) EDPD 8051 - Data-Driven Instruction and Assessment (5 credits)

EDPD 8052 - Evaluating Curriculum to Promote Positive Social Change* (5 credits) Students may take this as a non-degree course.

EDPD 8053 - Program Evaluation for Continuous Improvement (5 credits)

EDPD 8054 - Examining Current Practices in Curriculum, Instruction, Assessment, and Evaluation (5 credits)

EDPD 8055 - Research Development and Strategic Planning (5 credits)

Course Sequence

The recommended course sequence is as follows:

Quarter	Course	Credits
Quarter 1	EDPD 8002 - Leading the Future of Education OR EDPD 8006 - Leading the Future of Education	5 credits
	Complete Residency 1 as soon as you begin your program; should be completed within 90 days of completing your Foundations course (EDPD 8002/EDPD 8006).	0 credits
	EDPD 8050 - Curriculum, Instruction, and Assessment: A Systems Perspective	5 credits
Quarter 2	EDPD 8051 - Data-Driven Instruction and Assessment	5 credits
	RSCH 8100 - Research Theory, Design, and Methods OR RSCH 8110 - Research Theory, Design, and Methods	5 credits
Complete Residency 2 after RSCH 8100/RSCH 8110.0 credits		
Quarter 3	EDPD 8052 - Evaluating Curriculum to Promote Positive Social Change	5 credits
	EDPD 8053 - Program Evaluation for Continuous Improvement	5 credits
Quarter 4	RSCH 8200 - Quantitative Reasoning and Analysis OR RSCH 8210 - Quantitative Reasoning and Analysis	5 credits
	EDPD 8113 - Tools for Doctoral Research Success	3 credits
Quarter 5	EDPD 8054 - Examining Current Practices in Curriculum, Instruction, Assessment, and Evaluation	5 credits
	EDPD 8114 - Demystifying Doctoral Writing for Research	3 credits
Quarter 6	RSCH 8300 - Qualitative Reasoning and Analysis OR RSCH 8310 - Qualitative Reasoning and Analysis	5 credits
	Complete Residency 3 after RSCH 8200/8210 and RSCH 8300/8310.	0 credits
	EDPD 8055 - Research Development and Strategic Planning	5 credits
Quarter 7	EDPD 8910 - Writing a Quality Prospectus	5 credits

	RSCH 8260 - Advanced Quantitative Reasoning and Analysis OR RSCH 8360 - Advanced Qualitative Reasoning and Analysis OR RSCH 8460 - Advanced Mixed-Methods Reasoning and Analysis	5 credits
Quarter 8	EDPD 8990 - Completing the Dissertation*	5 credits per term for a minimum of 4 terms; taken continuously until completion

Quarter	Course	Credits
	Complete Residency 4 after your prospectus is approved and you are enrolled in EDUC 9000 or EDPD 8990 as:	
	<ul style="list-style-type: none"> • Residency 4 General (RESI 8404) OR • Residency 4 Proposal Writing (RESI 8404Q) OR • Residency 4 Methods & Data Collection: Qualitative (RESI 8404R) OR Residency 4 Methods & Data Collection: Quantitative (RESI 8404S) OR Residency 4 Publishing & Presenting (RESI 8404T) OR • a dissertation intensive (DRWI 8500). Contact Student Success Advising to register. Note: <i>Intensives are not included in Fast Track tuition.</i> 	
	Optional: Complete a PhD dissertation intensive during EDPD 8990. Contact Student Success Advising to register. Note: <i>Intensives are not included in Fast Track tuition.</i>	

* Students take this course for a minimum of four quarters and are continuously enrolled until completion of their dissertation with final chief academic officer (CAO) approval.

To complete a doctoral dissertation, students must obtain the academic approval of several independent evaluators including their committee, the University Research Reviewer, and the Institutional Review Board; pass the Form and Style Review; gain approval at the oral defense stage; and gain final approval by the chief academic officer. Students must also publish their dissertation on ProQuest before their degree is conferred. Learn more about the dissertation process in the Dissertation Guidebook.

Students will be registered for two courses every 11 weeks, following the completion of their foundation course. Students who wish to reduce their course load during one or more terms should contact their student success advisor.

□ Specialization in Early Childhood Leadership and Advocacy

This specialization is designed for educators who want to influence positive educational change and improve student and school performance through ongoing research in curriculum, instruction, assessment, and evaluation. Coursework focuses on developing professional expertise through in-depth research. Students gain the ability to effectively design, modify, and evaluate curriculum and assessment practices using a systems approach. Educators in this PhD in Education program will be equipped with skills in program evaluation; strategic planning; curriculum mapping; and systems, technology, and curriculum audits. In addition, students learn to develop evidence-based action plans that will positively impact any educational application and provide opportunities for realizing meaningful and sustainable social change.

Note on Certification

This program is not intended to lead to teacher certification. Teachers are advised to contact their individual school districts as to whether this program may qualify for salary advancement.

Specialization Learning Outcomes

In addition to the core program learning outcomes, graduates in this specialization will be prepared to:

1. Utilize technology to support learning for a diverse student population.
2. Improve teacher effectiveness to promote learner-centered practices.
3. Utilize knowledge of educational trends/issues in education to promote positive change in school and community environments.
4. Promote continuous improvement in learning and teaching.
5. Practice ethically in the profession.
6. Address curriculum, instruction, and assessment issues.
7. Apply CIAE content area knowledge and methodology to execute meaningful and sustainable educational practices.
8. Collaborate with diverse stakeholders, including families, school, and community members, in order to advocate for student needs.
9. Demonstrate the ability to conduct research that positively impacts social change.

Specialization Courses (30 credits)

EDPD 8050 - Curriculum, Instruction, and Assessment: A Systems Perspective (5 credits) EDPD 8051 - Data-Driven Instruction and Assessment (5 credits)

EDPD 8052 - Evaluating Curriculum to Promote Positive Social Change* (5 credits) Students may take this as a non-degree course.

EDPD 8053 - Program Evaluation for Continuous Improvement (5 credits)

EDPD 8054 - Examining Current Practices in Curriculum, Instruction, Assessment, and Evaluation (5 credits)

EDPD 8055 - Research Development and Strategic Planning (5 credits)

Course Sequence

The recommended course sequence is as follows:

Quarter	Course	Credits
Quarter 1	EDPD 8002 - Leading the Future of Education OR EDPD 8006 - Leading the Future of Education	5 credits
	Complete Residency 1 as soon as you begin your program; should be completed within 90 days of completing your Foundations course (EDPD 8002/EDPD 8006).	0 credits

	EDPD 8050 - Curriculum, Instruction, and Assessment: A Systems Perspective	5 credits
Quarter 2	EDPD 8051 - Data-Driven Instruction and Assessment	5 credits
	RSCH 8100 - Research Theory, Design, and Methods OR RSCH 8110 - Research Theory, Design, and Methods	5 credits
Complete Residency 2 after RSCH 8100/RSCH 8110.0 credits		
Quarter 3	EDPD 8052 - Evaluating Curriculum to Promote Positive Social Change	5 credits
	EDPD 8053 - Program Evaluation for Continuous Improvement	5 credits
Quarter 4	RSCH 8200 - Quantitative Reasoning and Analysis OR RSCH 8210 - Quantitative Reasoning and Analysis	5 credits
	EDPD 8113 - Tools for Doctoral Research Success	3 credits
Quarter 5	EDPD 8054 - Examining Current Practices in Curriculum, Instruction, Assessment, and Evaluation	5 credits
	EDPD 8114 - Demystifying Doctoral Writing for Research	3 credits
Quarter 6	RSCH 8300 - Qualitative Reasoning and Analysis OR RSCH 8310 - Qualitative Reasoning and Analysis	5 credits
	Complete Residency 3 after RSCH 8200/8210 and RSCH 8300/8310.	0 credits
	EDPD 8055 - Research Development and Strategic Planning	5 credits
Quarter 7	EDPD 8910 - Writing a Quality Prospectus	5 credits
	RSCH 8260 - Advanced Quantitative Reasoning and Analysis OR RSCH 8360 - Advanced Qualitative Reasoning and Analysis OR RSCH 8460 - Advanced Mixed-Methods Reasoning and Analysis	5 credits
Quarter 8	EDPD 8990 - Completing the Dissertation*	5 credits per term for a minimum of 4 terms; taken continuously until completion

Complete Residency 4 after your prospectus is approved and you are enrolled in EDUC 9000 or EDPD 8990 as:

- Residency 4 General (RESI 8404) OR
- Residency 4 Proposal Writing (RESI 8404Q) OR
- Residency 4 Methods & Data Collection: Qualitative (RESI 8404R) OR Residency 4 Methods & Data Collection: Quantitative (RESI 8404S) OR Residency 4 Publishing & Presenting (RESI 8404T) OR
- a dissertation intensive (DRWI 8500). Contact Student Success Advising to register. **Note:** *Intensives are not included in Fast Track tuition.*

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Quarter	Course	Credits
<p>Optional: Complete a PhD dissertation intensive during EDPD 8990. Contact Student Success Advising to register. Note: <i>Intensives are not included in Fast Track tuition.</i></p>		

* Students take this course for a minimum of four quarters and are continuously enrolled until completion of their dissertation with final chief academic officer (CAO) approval.

To complete a doctoral dissertation, students must obtain the academic approval of several independent evaluators including their committee, the University Research Reviewer, and the Institutional Review Board; pass the Form and Style Review; gain approval at the oral defense stage; and gain final approval by the chief academic officer. Students must also publish their dissertation on ProQuest before their degree is conferred. Learn more about the dissertation process in the Dissertation Guidebook.

Students will be registered for two courses every 11 weeks, following the completion of their foundation course. Students who wish to reduce their course load during one or more terms should contact their student success advisor.

□Specialization in Early Childhood Special Education

The curriculum in this specialization is informed by the Council for Exceptional Children’s Advanced Professional Early Childhood Preparation Standards to allow educators to explore key research issues in the field of early childhood special education, such as leadership and policy, program development and assessment, collaboration, evidence-based practices in early intervention, and ethical practice.

The focus of the coursework is on identifying and addressing gaps in research to increase the effectiveness of early childhood special educators. Students gain a comprehensive understanding of the critical trends and issues impacting early childhood special education today. They also engage with real-world case-study scenarios that require collaborative problem solving and the investigation and implementation of research-based strategies to master program outcomes.

Note on Certification

This program is not intended to lead to teacher certification. Teachers are advised to contact their individual school districts as to whether this program may qualify for salary advancement.

Specialization Learning Outcomes

In addition to the core program learning outcomes, graduates in this specialization will be prepared to:

1. Evaluate ethical and legal elements of policies and programs in early childhood special education to ensure high quality education delivery to families who have children with diverse educational, behavioral, emotional, and cultural learning needs.
2. Engage in effective leadership practices, including collaboration and advocacy, to promote positive outcomes for young children with exceptionalities and their families.
3. Implement valid research-based assessment measures to facilitate learning and behavioral interventions for children (birth to 8) with diverse educational, behavioral, emotional, and cultural learning needs.

4. Apply research-based strategies to improve data driven decision-making surrounding supports and services for children with exceptionalities (birth to 8) with diverse educational, behavioral, emotional, and cultural learning needs.
5. Facilitate the continuous improvement of early childhood special education programs/supports/services for children with exceptionalities (birth to 8) and their families.
6. Effectively collaborate with stakeholders to improve outcomes for children with exceptionalities (birth to 8) and their families.
7. Synthesize a variety of perspectives that promote professional growth and positive social change in the early childhood special education field.
8. Conduct research that positively contributes to the profession and social change in relation to an identified early childhood special education problem.

Specialization Courses (30 credits)

EDPD 8070 - Special Education: Exploring Theory and Practice* (5 credits) Students may take this as a non-degree course.

EDPD 8080 - Child Development in the Critical Early Years* (5 credits) Students may take this as a non-degree course.

EDPD 8071 - Leading Change in Special Education: Advocacy, Policy, and Law* (5 credits) Students may take this as a non-degree course.

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EDPD 8072 - Assessment and Evaluation to Facilitate Healthy Development and Learning For All Children, Birth Through 8 (5 credits)

EDPD 8073 - Research Methodology: Evaluating Evidence-Based Practices in Early Childhood Special Education (5 credits)

EDPD 8074 - Evaluating and Sustaining Effective Practices in Early Childhood Special Education (5 credits)

Course Sequence

The recommended course sequence is as follows:

Quarter	Course	Credits
Quarter 1	EDPD 8002 - Leading the Future of Education OR EDPD 8006 - Leading the Future of Education (6 weeks)	5 credits
	Complete Residency 1 as soon as you begin your program; should be completed within 90 days of completing your Foundations course (EDPD 8002/EDPD 8006).	0 credits
	EDPD 8070 - Special Education: Exploring Theory and Practice	5 credits
Quarter 2	EDPD 8080 - Child Development in the Critical Early Years	5 credits
	RSCH 8100 - Research Theory, Design, and Methods OR RSCH 8110 - Research Theory, Design, and Methods	5 credits
Complete Residency 2 after RSCH 8100/RSCH 8110.0 credits		
Quarter 3	EDPD 8071 - Leading Change in Special Education: Advocacy, Policy, and Law	5 credits
	EDPD 8072 - Assessment and Evaluation to Facilitate Healthy Development and Learning For All Children, Birth Through 8	5 credits
Quarter 4	EDPD 8113 - Tools for Doctoral Research Success	3 credits
	RSCH 8200 - Quantitative Reasoning and Analysis OR RSCH 8210 - Quantitative Reasoning and Analysis	5 credits
Quarter 5	EDPD 8073 - Research Methodology: Evaluating Evidence-Based Practices in Early Childhood Special Education	5 credits
	EDPD 8114 - Demystifying Doctoral Writing for Research	3 credits
Quarter 6	RSCH 8300 - Qualitative Reasoning and Analysis OR	5 credits

	RSCH 8310 - Qualitative Reasoning and Analysis	
	Complete Residency 3 after RSCH 8200/8210 and RSCH 8300/8310.	0 credits
	EDPD 8074 - Evaluating and Sustaining Effective Practices in Early Childhood Special Education	5 credits
Quarter 7	EDPD 8910 - Writing a Quality Prospectus	5 credits
	RSCH 8260 - Advanced Quantitative Reasoning and Analysis OR RSCH 8360 - Advanced Qualitative Reasoning and Analysis OR RSCH 8460 - Advanced Mixed-Methods Reasoning and Analysis	5 credits
Quarter	Course	Credits
Quarter 8 11+	EDPD 8990 - Completing the Dissertation*	5 credits per term for a minimum of 4 terms; taken continuously until completion
<p>Complete Residency 4 after your prospectus is approved and you are enrolled in EDUC 9000 or EDPD 8990 as:</p> <p>Residency 4 General (RESI 8404) OR</p> <p>Residency 4 Proposal Writing (RESI 8404Q) OR</p> <p>Residency 4 Methods & Data Collection: Qualitative (RESI 8404R) OR Residency 4 Methods & Data Collection: Quantitative (RESI 8404S) OR Residency 4 Publishing & Presenting (RESI 8404T) OR</p> <p>a dissertation intensive (DRWI 8500). Contact Student Success Advising to register. Note: <i>Intensives are not included in Fast Track tuition.</i></p>		
<p>Optional: Complete a PhD dissertation intensive during EDPD 8990. Contact Student Success Advising to register. Note: <i>Intensives are not included in Fast Track tuition.</i></p>		

Note: Students will be registered for two courses every 11 weeks, following the completion of your foundation course. Students who wish to reduce their course load during one or more terms should contact their student success advisor.

*Students take this course for a minimum of four quarters and are continuously enrolled until completion of their dissertation with final chief academic officer (CAO) approval.

To complete a doctoral dissertation, students must obtain the academic approval of several independent evaluators including their committee, the University Research Reviewer, and the Institutional Review Board; pass the Form and Style Review; gain approval at the oral defense stage; and gain final approval by the chief academic officer. Students must also

publish their dissertation on ProQuest before their degree is conferred. Learn more about the dissertation process in the Dissertation Guidebook.

□ Specialization in Education Policy, Leadership, and Management (P–20)

This specialization is designed for leaders across the education spectrum, from preschool through higher education (P–20), who want to build on their leadership and management abilities to influence policy at local, national, and institutional levels. Students explore the principles, perspectives, and strategies that today’s education professionals need to be informed, dynamic leaders; affect policy; and guide the change process at all levels of the education system.

Note on Certification

This program is not intended to lead to teacher certification. Teachers are advised to contact their individual school districts as to whether this program may qualify for salary advancement.

Specialization Learning Outcomes

In addition to the core program learning outcomes, graduates in this specialization will be prepared to:

1. Develop strategies to address P-20 education's political issues that are collaborative as well as research and data based.
2. Apply economic principles to inform decisions about education policy.
3. Evaluate critical issues in education leadership from an ethical, legal, and governance perspective.
4. Advocate for or against P–20 educational initiatives.
5. Apply best practices in education utilizing culturally responsive education perspectives, leadership theory, and management strategies.
6. Act as an agent for organizational social change utilizing foundational principles of educational policy, leadership, and management.
7. Demonstrate the ability to conduct research that positively impacts social change.

Specialization Courses (30 credits)

EDPD 8040 - Governance and Politics of Education* (5 credits) Students may take this as a non-degree course.

EDPD 8041 - The Economics of Education* (5 credits) Students may take this as a non-degree course.

EDPD 8044 - Leadership and Management for Change in Education* (5 credits) Students may take this as a non-degree course.

EDPD 8043 - Policy Development and Implementation (5 credits) EDPD 8045 - Capacity, Capability, and Sustainability (5 credits)

EDPD 8046 - P–20 Education Law, Policy, and Governance (5 credits)

Course Sequence

The recommended course sequence is as follows:

Quarter	Course	Credits
Quarter 1	EDPD 8002 - Leading the Future of Education OR EDPD 8006 - Leading the Future of Education (6 weeks)	5 credits
	Complete Residency 1 as soon as you begin your program; should be completed within 90 days of completing your Foundations course (EDPD 8002/EDPD 8006).	0 credits
	EDPD 8040 - Governance and Politics of Education	5 credits
Quarter 2	EDPD 8041 - The Economics of Education	5 credits
	RSCH 8100 - Research Theory, Design, and Methods OR RSCH 8110 - Research Theory, Design, and Methods	5 credits
Complete Residency 2 after RSCH 8100/RSCH 8110.0 credits		
Quarter 3	EDPD 8044 - Leadership and Management for Change in Education	5 credits
	EDPD 8043 - Policy Development and Implementation	5 credits
Quarter 4	EDPD 8113 - Tools for Doctoral Research Success	3 credits
	RSCH 8200 - Quantitative Reasoning and Analysis OR RSCH 8210 - Quantitative Reasoning and Analysis	5 credits
Quarter 5	EDPD 8045 - Capacity, Capability, and Sustainability	5 credits
	EDPD 8114 - Demystifying Doctoral Writing for Research	3 credits
Quarter 6	RSCH 8300 - Qualitative Reasoning and Analysis OR RSCH 8310 - Qualitative Reasoning and Analysis	5 credits
	Complete Residency 3 after RSCH 8200/8210 and RSCH 8300/8310.	0 credits
	EDPD 8046 - P-20 Education Law, Policy, and Governance	5 credits
Quarter 7	EDPD 8910 - Writing a Quality Prospectus	5 credits
	RSCH 8260 - Advanced Quantitative Reasoning and Analysis OR RSCH 8360 - Advanced Qualitative Reasoning and Analysis OR RSCH 8460 - Advanced Mixed-Methods Reasoning and Analysis	5 credits
Quarter 8 11+	EDPD 8990 - Completing the Dissertation*	5 credits per term for a minimum of 4 terms; taken

		continuously until completion
<p>Complete Residency 4 after your prospectus is approved and you are enrolled in EDUC 9000 or EDPD 8990 as:</p> <p>Residency 4 General (RESI 8404) OR</p> <p>Residency 4 Proposal Writing (RESI 8404Q) OR</p> <p>Residency 4 Methods & Data Collection: Qualitative (RESI 8404R) OR Residency 4 Methods & Data Collection: Quantitative (RESI 8404S) OR Residency 4 Publishing & Presenting (RESI 8404T) OR</p> <p>a dissertation intensive (DRWI 8500). Contact Student Success Advising to register. Note: <i>Intensives are not included in Fast Track tuition.</i></p>		
<p>Optional: Complete a PhD dissertation intensive during EDPD 8990. Contact Student Success Advising to register. Note: <i>Intensives are not included in Fast Track tuition.</i></p>		

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Note: Students will be registered for two courses every 11 weeks, following the completion of your foundation course. Students who wish to reduce their course load during one or more terms should contact their student success advisor.

* Students take this course for a minimum of four quarters and are continuously enrolled until completion of their dissertation with final chief academic officer (CAO) approval.

To complete a doctoral dissertation, students must obtain the academic approval of several independent evaluators including their committee, the University Research Reviewer, and the Institutional Review Board; pass the Form and Style Review; gain approval at the oral defense stage; and gain final approval by the chief academic officer. Students must also publish their dissertation on ProQuest before their degree is conferred. Learn more about the dissertation process in the Dissertation Guidebook.

□ Specialization in Educational Technology and Design

In this specialization, education professionals prepare to create innovative technological solutions to learning challenges, collaborate digitally to demonstrate awareness of local and global interrelationships and diverse perspectives, and develop instructional design skills. Coursework is grounded in theory and research, and students design and conduct original research in educational technology, culminating in the dissertation.

Note on Certification

This program is not intended to lead to teacher certification. Teachers are advised to contact their individual school districts as to whether this program may qualify for salary advancement.

Specialization Learning Outcomes

In addition to the core program learning outcomes, graduates in this specialization will be prepared to:

1. Utilize integrative and innovative technology in the workplace.
2. Create innovative technological solutions to learning challenges grounded in theory and research.
3. Develop a learning community of people, technologies, resources, and professional associations.
4. Analyze educational needs in technology to develop innovative intervention plans.
5. Apply sound principles of digital and information literacy grounded in theory and research.
6. Demonstrate the skills necessary to conduct original research in educational technology that positively influences social change.
7. Participate in the profession ethically.
8. Effectively communicate ideas to multiple audiences using effective oral, written, and digital formats.
9. Support global diversity and multiculturalism through the use of educational technology.

Specialization Courses (30 credits)

EDPD 8090 - Trends and Issues in Educational Technology* (5 credits) Students may take this as a non-degree course.

EDPD 8091 - Creating Digital Media* (5 credits) Students may take this as a non-degree course.

EDPD 8093 - Leading Change (5 credits) EDPD 8094 - eLearning (5 credits)

EDPD 8097 - Designing Instruction for eLearning (5 credits)

EDPD 8192 - Innovations and the Diffusion of Learning Technologies (5 credits)

Course Sequence

The recommended course sequence is as follows:

Course	Credits
EDPD 8002 - Leading the Future of Education OR EDPD 8006 - Leading the Future of Education (6 weeks)	5 credits
Complete Residency 1 as soon as you begin your program; should be completed within 90 days of completing your Foundations course (EDPD 8002/EDPD 8006).	
EDPD 8090 - Trends and Issues in Educational Technology	5 credits
RSCH 8100 - Research Theory, Design, and Methods OR RSCH 8110 - Research Theory, Design, and Methods	5 credits
Complete Residency 2 after RSCH 8100/RSCH 8110.	
EDPD 8091 - Creating Digital Media	5 credits
EDPD 8192 - Innovations and the Diffusion of Learning Technologies	5 credits
EDPD 8113 - Tools for Doctoral Research Success	3 credits
RSCH 8200 - Quantitative Reasoning and Analysis OR RSCH 8210 - Quantitative Reasoning and Analysis	5 credits
EDPD 8094 - eLearning	5 credits
EDPD 8093 - Leading Change	5 credits
EDPD 8114 - Demystifying Doctoral Writing for Research	3 credits
RSCH 8300 - Qualitative Reasoning and Analysis OR RSCH 8310 - Qualitative Reasoning and Analysis	5 credits
Complete Residency 3 after RSCH 8200/8210 and RSCH 8300/8310.	
EDPD 8097 - Designing Instruction for eLearning	5 credits
EDPD 8910 - Writing a Quality Prospectus	5 credits
RSCH 8260 - Advanced Quantitative Reasoning and Analysis OR RSCH 8360 - Advanced Qualitative Reasoning and Analysis OR RSCH 8460 - Advanced Mixed-Methods Reasoning and Analysis	5 credits
EDPD 8990 - Completing the Dissertation*	5 credits per term for a minimum of 4 terms; taken continuously until completion

Complete Residency 4 after your prospectus is approved and you are enrolled in EDUC 9000 or EDPD 8990 as:

Residency 4 General (RESI 8404) OR

Residency 4 Proposal Writing (RESI 8404Q) OR

Residency 4 Methods & Data Collection: Qualitative (RESI 8404R) OR Residency 4 Methods & Data Collection: Quantitative (RESI 8404S) OR Residency 4 Publishing & Presenting (RESI 8404T) OR

a dissertation intensive (DRWI 8500). Contact Student Success Advising to register. **Note:** *Intensive* are **not** included in Fast Track tuition.

Optional: Complete a PhD dissertation intensive during EDPD 8990. Contact Student Success Advising to register. **Note:** *Intensives* are **not** included in Fast Track tuition.

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* Students take this course for a minimum of four quarters and are continuously enrolled until completion of their dissertation with final chief academic officer (CAO) approval.

To complete a doctoral dissertation, students must obtain the academic approval of several independent evaluators including their committee, the University Research Reviewer, and the Institutional Review Board; pass the Form and Style Review; gain approval at the oral defense stage; and gain final approval by the chief academic officer. Students must also publish their dissertation on ProQuest before their degree is conferred. Learn more about the dissertation process in the Dissertation Guidebook.

Students will be registered for two courses every 11 weeks, following the completion of the foundation course. Students who wish to reduce their course load during one or more terms should contact their student success advisor.

□ Specialization in Higher Education Leadership, Management, and Policy

In this specialization, educators apply effective leadership and management strategies to facilitate positive social change in higher education. Students research and examine institutions of higher education from a systemic perspective and learn how internal and external systems, politics, and policies impact institutional effectiveness, student learning and development, and the organization's overall development and impact. The focus of this program is also on helping education professionals develop the leadership and management skills required to address the needs of a dynamic and expanding higher education landscape, domestically and internationally.

The Higher Education Leadership, Management, and Policy specialization is designed for professionals in community colleges, private and public liberal arts colleges, distance-learning institutions, regional and state universities, state and federal agencies, and national professional associations.

Specialization Learning Outcomes

In addition to the core program learning outcomes, graduates in this specialization will be prepared to:

1. Implement diversity proficiencies in higher education programs and policies.
2. Exhibit proficiency in the use of higher education law, policy-making process, and governance.
3. Utilize current research to address domestic and international issues in higher education.
4. Collaborate with a variety of external stakeholders.
5. Apply leadership and management skills to promote organizational development within higher education settings.
6. Promote positive social change through leadership.
7. Exhibit leadership in program evaluation, strategic planning, and assessment.
8. Demonstrate the ability to conduct research that positively impacts social change.

Specialization Courses (30 credits)

EDPD 8030 - Higher Education in the 21st Century* (5 credits) Students may take this as a non-degree course.

EDPD 8031 - Leading and Managing Instructional Change* (5 credits) Students may take this as a non-degree course.

EDPD 8032 - Strategic Planning and Program Evaluation in Higher Education* (5 credits) Students may take this as a non-degree course.

EDPD 8033 - The Politics of Higher Education: Policy Development and Implementation (5 credits) EDPD 8034 - International Education and Development (5 credits)

EDPD 8042 - Education Law, Policy, and Governance* (5 credits) Students may take this as a non-degree course.

Course Sequence

The recommended course sequence is as follows:

Quarter	Course	Credits
Quarter 1	EDPD 8002 - Leading the Future of Education OR EDPD 8006 - Leading the Future of Education (6 weeks)	5 credits
	Complete Residency 1 as soon as you begin your program; should be completed within 90 days of completing your Foundations course (EDPD 8002/EDPD 8006).	0 credits
	EDPD 8030 - Higher Education in the 21st Century	5 credits
Quarter 2	EDPD 8031 - Leading and Managing Instructional Change	5 credits
	RSCH 8100 - Research Theory, Design, and Methods OR RSCH 8110 - Research Theory, Design, and Methods	5 credits
Complete Residency 2 after RSCH 8100/RSCH 8110.		
Quarter 3	EDPD 8032 - Strategic Planning and Program Evaluation in Higher Education	5 credits
	EDPD 8033 - The Politics of Higher Education: Policy Development and Implementation	5 credits
Quarter 4	EDPD 8113 - Tools for Doctoral Research Success	3 credits
	RSCH 8200 - Quantitative Reasoning and Analysis OR RSCH 8210 - Quantitative Reasoning and Analysis	5 credits
Quarter 5	EDPD 8034 - International Education and Development	5 credits
	EDPD 8114 - Demystifying Doctoral Writing for Research	3 credits
Quarter 6	RSCH 8300 - Qualitative Reasoning and Analysis OR RSCH 8310 - Qualitative Reasoning and Analysis	5 credits
	Complete Residency 3 after RSCH 8200/8210 and RSCH 8300/8310.	0 credits
	EDPD 8042 - Education Law, Policy, and Governance	5 credits
Quarter 7	EDPD 8910 - Writing a Quality Prospectus	5 credits
	RSCH 8260 - Advanced Quantitative Reasoning and Analysis OR RSCH 8360 - Advanced Qualitative Reasoning and Analysis OR	5 credits

	RSCH 8460 - Advanced Mixed-Methods Reasoning and Analysis	
Quarter 8	EDPD 8990 - Completing the Dissertation*	5 credits per term for a minimum of 4 terms; taken continuously until completion
<p>Complete Residency 4 after your prospectus is approved and you are enrolled in EDUC 9000 or EDPD 8990 as:</p> <p>Residency 4 General (RESI 8404) OR</p> <p>Residency 4 Proposal Writing (RESI 8404Q) OR</p> <p>Residency 4 Methods & Data Collection: Qualitative (RESI 8404R) OR Residency 4 Methods & Data Collection: Quantitative (RESI 8404S) OR Residency 4 Publishing & Presenting (RESI 8404T) OR</p> <p>a dissertation intensive (DRWI 8500). Contact Student Success Advising to register. Note: <i>Intensives are not included in Fast Track tuition.</i></p>		
Quarter	Course	Credits
<p>Optional: Complete a PhD dissertation intensive during EDPD 8990. Contact Student Success Advising to register. Note: <i>Intensives are not included in Fast Track tuition.</i></p>		

* Students take this course for a minimum of four quarters and are continuously enrolled until completion of their dissertation with final chief academic officer (CAO) approval.

To complete a doctoral dissertation, students must obtain the academic approval of several independent evaluators including their committee, the University Research Reviewer, and the Institutional Review Board; pass the Form and Style Review; gain approval at the oral defense stage; and gain final approval by the chief academic officer. Students must also publish their dissertation on ProQuest before their degree is conferred. Learn more about the dissertation process in the Dissertation Guidebook.

□ Specialization in Higher Education, Leadership, and Policy (Self-Designed)

In this specialization, education professionals have the unique ability to design a PhD program focusing in higher education that closely aligns with their goals. Students take a core of higher education courses and can then choose any four out of the 20 specialization courses, depending on their specific interests.

Through their coursework in this program, education professionals examine current practices and problems in higher education institutions. They also examine law, policy, and governance in the context of higher education leadership. The Higher Education, Leadership, and Policy (Self-Designed) specialization is intended for educators or administrators with a

desire to conduct original research, contribute to the body of knowledge in the field, and make an impact on the future of higher education.

Specialization Learning Outcomes

In addition to the core program learning outcomes graduates in this specialization will be prepared to:

1. Implement diversity proficiencies in higher education programs and policies.
2. Exhibit proficiency in the use of higher education law, policymaking process, and governance.
3. Utilize current research to address domestic and international issues in higher education.
4. Collaborate with a variety of external stakeholders.
5. Apply leadership and management skills to promote organizational development within higher education settings.
6. Promote positive social change through leadership.
7. Apply effective technology strategies to support higher education settings.
8. Exhibit leadership in program evaluation, strategic planning, and assessment.
9. Demonstrate the ability to conduct research that positively impacts social change.

Specialization Courses (10 credits)

EDPD 8030 - Higher Education in the 21st Century* (5 credits) Students may take this as a non-degree course.

EDPD 8042 - Education Law, Policy, and Governance* (5 credits) Students may take this as a non-degree course.

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Electives (20 credits)

Students will select four courses from the following list of EdD and/or PhD in Higher Education programs:

• Organizational Research, Assessment, and Evaluation Education Leadership, Management, and Policy

• Adult Learning

• Community College Leadership

Organizational Research, Assessment, and Evaluation

EDPD 8020 - A New Vision of Organizational Research, Assessment, and Evaluation* (5 credits) Students may take this as a non-degree course.

EDPD 8021 - Assessment, Evaluation, and Accountability: The Sociological, Political, and Economic Factors* (5 credits)

Students may take this as a non-degree course.

EDPD 8022 - Assessing for Individual Growth* (5 credits) Students may take this as a non-degree course.

EDPD 8023 - Evaluating and Improving Programs, Organizations, and Systems (5 credits) EDPD 8024 - Dynamics of Communication for Impact and Results (5 credits)

EDPD 8025 - Building a Culture of Continuous Improvement (5 credits)

Education Leadership, Management, and Policy

EDPD 8031 - Leading and Managing Instructional Change* (5 credits) Students may take this as a non-degree course.

EDPD 8032 - Strategic Planning and Program Evaluation in Higher Education* (5 credits) Students may take this as a non-degree course.

EDPD 8033 - The Politics of Higher Education: Policy Development and Implementation (5 credits) EDPD 8034 - International Education and Development (5 credits)

Adult Learning

EDDD 8020 - Contemporary Issues and Trends in Higher Education and Adult Learning (5 credits) EDDD 8021 - Understanding the Adult Learner (5 credits)

EDDD 8022 - Leadership of Higher Education Programs for Adult Learners (5 credits)

EDDD 8023 - Program Planning and Assessment (5 credits) EDPD 8094 - eLearning (5 credits)

EDPD 8097 - Designing Instruction for eLearning (5 credits)

Community College Leadership

EDDD 8040 - The Community College—Historical Context and Critical Issues (5 credits)

EDDD 8041 - Transformational Leadership for Institutional Effectiveness in Community Colleges (5 credits)

EDDD 8042 - Contemporary Issues, Challenges, and Trends in Community Colleges (5 credits) EDDD 8043 - Promoting Student Development and Success in Community Colleges (5 credits)

Course Sequence

The recommended course sequence is as follows:

Course	Credits
EDPD 8002 - Leading the Future of Education OR EDPD 8006 - Leading the Future of Education (6-week option)	5 credits
Complete Residency 1 as soon as you begin your program; should be completed within 90 days of completing your Foundations course (EDPD 8002/EDPD 8006).	
EDPD 8030 - Higher Education in the 21st Century	5 credits
EDPD 8042 - Education Law, Policy, and Governance	5 credits
RSCH 8110 - Research Theory, Design, and Methods	5 credits
Complete Residency 2 after RSCH 8100/RSCH 8110.	
EDDD/EDPD Elective	5 credits
EDDD/EDPD Elective	5 credits
EDPD 8113 - Tools for Doctoral Research Success	3 credits
RSCH 8210 - Quantitative Reasoning and Analysis	5 credits
EDDD/EDPD Elective	5 credits
EDPD 8114 - Demystifying Doctoral Writing for Research	3 credits
RSCH 8310 - Qualitative Reasoning and Analysis	5 credits
Complete Residency 3 after RSCH 8200/8210 and RSCH 8300/8310.	
EDDD/EDPD Elective	5 credits
EDPD 8910 - Writing a Quality Prospectus	5 credits
RSCH 8260 - Advanced Quantitative Reasoning and Analysis OR RSCH 8360 - Advanced Qualitative Reasoning and Analysis OR RSCH 8460 - Advanced Mixed-Methods Reasoning and Analysis	5 credits
EDPD 8990 - Completing the Dissertation*	5 credits per term for a minimum of 4 terms; taken continuously until completion

Complete Residency 4 after your prospectus is approved and you are enrolled in EDUC 9000 or EDPD 8990 as:

Residency 4 General (RESI 8404) OR

Residency 4 Proposal Writing (RESI 8404Q) OR

Residency 4 Methods & Data Collection: Qualitative (RESI 8404R) OR Residency 4 Methods & Data Collection: Quantitative (RESI 8404S) OR Residency 4 Publishing & Presenting (RESI 8404T) OR

• a dissertation intensive (DRWI 8500). Contact Student Success Advising to register. **Note:** *Intensives are not included in Fast Track tuition.*

Optional: Complete a PhD dissertation intensive during EDPD 8990. Contact Student Success Advising to register. **Note:** *Intensives are not included in Fast Track tuition.*

* Students take this course for a minimum of four quarters and are continuously enrolled until completion of their dissertation with final chief academic officer (CAO) approval.

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To complete a doctoral dissertation, students must obtain the academic approval of several independent evaluators including their committee, the University Research Reviewer, and the Institutional Review Board; pass the Form and Style Review; gain approval at the oral defense stage; and gain final approval by the chief academic officer. Students must also publish their dissertation on ProQuest before their degree is conferred. Learn more about the dissertation process in the Dissertation Guidebook.

□ Specialization in Learning, Instruction, and Innovation

In this specialization education professionals prepare to help learners translate creativity into innovative learning experiences utilizing authentic, engaging practices and assessments. Students develop learning solutions through problem-based and project-based learning grounded in solid, brain-based principles. Through their coursework, students explore creative approaches to learning that integrate technology with the needs of learners in a global community. Students prepare to foster diverse perspectives and create a culture of innovation in the workplace.

This specialization is designed for educators who wish to pursue leadership roles across learning environments that include preschool through higher education as well as in government, nonprofit, and corporate settings.

Note on Certification

This program is not intended to lead to teacher certification. Teachers are advised to contact their individual school districts as to whether this program may qualify for salary advancement.

Specialization Learning Outcomes

In addition to the core program learning outcomes, graduates in this specialization will be prepared to:

1. Create innovative instruction, curriculum, and assessment grounded in theory and previous research.
2. Create innovative solutions to learning challenges.
3. Collaborate with a variety of stakeholders.
4. Analyze instructional needs to develop innovative intervention plans for learning.
5. Evaluate problems and issues in learning, instruction, and innovation.
6. Demonstrate the skills necessary to conduct research in learning, instruction and innovation that has the potential to positively influence social change.
7. Participate in the profession ethically.
8. Support global diversity and multiculturalism through the use of innovative curriculum and assessment in designing instruction.

Specialization Courses (30 credits)

EDPD 8010 - Creativity and Innovation* (5 credits) Students may take this as a non-degree course.

EDPD 8011 - Authentic Assessment* (5 credits) Students may take this as a non-degree course.

EDPD 8012 - Innovative Curriculum* (5 credits) Students may take this as a non-degree course.

EDPD 8093 - Leading Change (5 credits)

EDPD 8097 - Designing Instruction for eLearning (5 credits)

EDPD 8192 - Innovations and the Diffusion of Learning Technologies (5 credits)

Course Sequence

The recommended course sequence is as follows:

Quarter	Course	Credits
Quarter 1	EDPD 8002 - Leading the Future of Education OR EDPD 8006 - Leading the Future of Education (6 weeks)	5 credits
	Complete Residency 1 as soon as you begin your program; should be completed within 90 days of completing your Foundations course (EDPD 8002/EDPD 8006).	0 credits
	EDPD 8010 - Creativity and Innovation	5 credits
Quarter 2	EDPD 8011 - Authentic Assessment	5 credits
	RSCH 8100 - Research Theory, Design, and Methods OR RSCH 8110 - Research Theory, Design, and Methods	5 credits
Complete Residency 2 after RSCH 8100/RSCH 8110.		
Quarter 3	EDPD 8012 - Innovative Curriculum	5 credits
	EDPD 8093 - Leading Change	5 credits
Quarter 4	EDPD 8113 - Tools for Doctoral Research Success	3 credits
	RSCH 8200 - Quantitative Reasoning and Analysis OR RSCH 8210 - Quantitative Reasoning and Analysis	5 credits
Quarter 5	EDPD 8192 - Innovations and the Diffusion of Learning Technologies	5 credits
	EDPD 8097 - Designing Instruction for eLearning	5 credits
Quarter 6	EDPD 8114 - Demystifying Doctoral Writing for Research	3 credits
	RSCH 8300 - Qualitative Reasoning and Analysis OR RSCH 8310 - Qualitative Reasoning and Analysis	5 credits
Complete Residency 3 after RSCH 8200/8210 and RSCH 8300/8310.		
Quarter 7	EDPD 8910 - Writing a Quality Prospectus	5 credits
Quarter 8	RSCH 8260 - Advanced Quantitative Reasoning and Analysis OR RSCH 8360 - Advanced Qualitative Reasoning and Analysis OR RSCH 8460 - Advanced Mixed-Methods Reasoning and Analysis	5 credits
	EDPD 8990 - Completing the Dissertation*	5 credits per term for a minimum of 4 terms; taken continuously
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		until completion
<p>Complete Residency 4 after your prospectus is approved and you are enrolled in EDUC 9000 or EDPD 8990 as:</p> <p>Residency 4 General (RESI 8404) OR</p> <p>Residency 4 Proposal Writing (RESI 8404Q) OR</p> <p>Residency 4 Methods & Data Collection: Qualitative (RESI 8404R) OR Residency 4 Methods & Data Collection: Quantitative (RESI 8404S) OR Residency 4 Publishing & Presenting (RESI 8404T) OR</p> <p>a dissertation intensive (DRWI 8500). Contact Student Success Advising to register. Note: <i>Intensives are not included in Fast Track tuition.</i></p>		
<p>Optional: Complete a PhD dissertation intensive during EDPD 8990. Contact Student Success Advising to register. Note: <i>Intensives are not included in Fast Track tuition.</i></p>		

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Note: Students will be registered for two courses every 11 weeks, following the completion of their foundation course. Students who wish to reduce their course load during one or more terms should contact their student success advisor.

* Students take this course for a minimum of four quarters and are continuously enrolled until completion of their dissertation with final chief academic officer (CAO) approval.

To complete a doctoral dissertation, students must obtain the academic approval of several independent evaluators including their committee, the University Research Reviewer, and the Institutional Review Board; pass the Form and Style Review; gain approval at the oral defense stage; and gain final approval by the chief academic officer. Students must also publish their dissertation on ProQuest before their degree is conferred. Learn more about the dissertation process in the Dissertation Guidebook.

□ Specialization in Organizational Research, Assessment, and Evaluation

The focus of this specialization is on helping students create a culture of continuous improvement within programs and organizations and as individuals. It emphasizes the theory, trends, and perspectives in the field as well as the role of assessment and evaluation as a vehicle for positive change. Students in this program engage in hands-on applied experiences and utilize processes for the rigorous research, assessment, and evaluation of complex organizational systems through data gathering and analysis. In this specialization, students evaluate programs systematically to resolve problems and engage in evidence-based decision making.

Note on Certification

This program is not intended to lead to teacher certification. Teachers are advised to contact their individual school districts as to whether this program may qualify for salary advancement.

Specialization Learning Outcomes

In addition to the core program learning outcomes, graduates in this specialization will be prepared to:

1. Develop ethically and socially responsible research, evaluation, and assessment practices.
2. Demonstrate the ability to develop a comprehensive assessment plan designed to improve the performance of individuals, programs, and/or institutions.
3. Integrate evidence of sociological, political, and economic considerations in evaluation/assessment proposals.
4. Communicate findings of research in a way that is actionable by organizations and/or individuals.
5. Communicate assessment information appropriately based on the audience and purpose.
6. Demonstrate the ability to plan for a sustainable organizational culture of assessment and improvement.
7. Demonstrate the ability to conduct research that positively impacts social change.

Specialization Courses (30 credits)

EDPD 8020 - A New Vision of Organizational Research, Assessment, and Evaluation* (5 credits) Students may take this as a non-degree course.

EDPD 8021 - Assessment, Evaluation, and Accountability: The Sociological, Political, and Economic Factors* (5 credits) Students may take this as a non-degree course.

EDPD 8022 - Assessing for Individual Growth* (5 credits) Students may take this as a non-degree course.

EDPD 8023 - Evaluating and Improving Programs, Organizations, and Systems (5 credits) EDPD 8024 - Dynamics of Communication for Impact and Results (5 credits)

EDPD 8025 - Building a Culture of Continuous Improvement (5 credits)

□ Specialization in P–20 Education (Self-Designed)

In this specialization, education professionals have the unique ability to design a PhD program focusing on P–20 education that closely aligns with their goals. Students take a core of education courses and can then choose any four courses from select specializations that focus on P–20 education, depending on their specific interests.

Through their coursework in this program, education professionals examine current practices and problems in P–20 institutions. The P–20 Education (Self-Designed) specialization is intended for educators or administrators with a desire to conduct original research, contribute to the body of knowledge in the field, and make an impact on the future of higher education.

Note on Certification

This program is not intended to lead to teacher certification. Teachers are advised to contact their individual school districts as to whether this program may qualify for salary advancement.

Specialization Learning Outcomes

In addition to the core program learning outcomes, graduates in this specialization will be prepared to:

1. Critically analyze education-related topics, issues, and problems.
2. Evaluate a variety of perspectives on childhood development.
3. Demonstrate the skills necessary to conduct original research in P-20 education that has the potential to positively influence social change.
4. Effectively communicate ideas to a variety of audiences using oral and written formats.
5. Support global diversity and multiculturalism through the use of innovative educational approaches.

Specialization Courses (30 credits)

EDPD 8082 - Meaningful Learning Experiences in Supportive Environments* (5 credits) Students may take this as a non-degree course.

OR

EDPD 8040 - Governance and Politics of Education* (5 credits) Students may take this as a non-degree course.

AND

EDPD 8046 - P–20 Education Law, Policy, and Governance (5 credits)

OR

EDPD 8052 - Evaluating Curriculum to Promote Positive Social Change* (5 credits) Students may take this as a non-degree course.

OR

EDPD 8053 - Program Evaluation for Continuous Improvement (5 credits)

OR

EDPD 8044 - Leadership and Management for Change in Education* (5 credits) Students may take this as a non-degree course.

To fulfill the remaining 20 credits, students may use transfer-of-credit from prior education- related doctoral work or choose up to four courses from the following EdD or PhD in Education specializations:

PhD Curriculum Instruction Assessment and Evaluation PhD Early Childhood Leadership and Advocacy

PhD Early Childhood Special Education

PhD/EdD Educational Technology and Design PhD Learning Instruction and Innovation

EdD Early Childhood Education

EdD Reading, Literacy, and Assessment (Non-Licensure) EdD Curriculum, Instruction, and Assessment

EdD Educational Administration and Leadership (Non-Licensure) EdD Special Education

Alternative courses will be reviewed upon request.

Course Sequence

The recommended course sequence is as follows:

Quarter	Course	Credits
Quarter 1	EDPD 8002 - Leading the Future of Education OR EDPD 8006 - Leading the Future of Education	5 credits
Complete Residency 1 as soon as you begin your program; should be completed within 90 days of completing your Foundations course (EDPD 8002/EDPD 8006).0 credits		

Quarter	Course	Credits
Quarter 2	EDPD 8082 - Meaningful Learning Experiences in Supportive Environments OR EDPD 8040 - Governance and Politics of Education	5 credits
	EDPD 8046 - P-20 Education Law, Policy, and Governance OR EDPD 8052 - Evaluating Curriculum to Promote Positive Social Change OR EDPD 8053 - Program Evaluation for Continuous Improvement OR EDPD 8044 - Leadership and Management for Change in Education	5 credits
Quarter 3	RSCH 8110 - Research Theory, Design, and Methods	5 credits
	Complete Residency 2 after RSCH 8100/RSCH 8110.	0 credits
	EDDD or EDPD 8xxx Specialization Course	5 credits
Quarter 4	EDDD or EDPD 8xxx Specialization Course	5 credits
	EDPD 8113 - Tools for Doctoral Research Success	3 credits
Quarter 5	RSCH 8210 - Quantitative Reasoning and Analysis	5 credits
	EDDD or EDPD 8xxx Specialization Course	5 credits
Quarter 6	EDPD 8114 - Demystifying Doctoral Writing for Research	3 credits
	RSCH 8310 - Qualitative Reasoning and Analysis	5 credits
Complete	Residency 3 after RSCH 8200/8210 and RSCH 8300/8310.	0 credits
Quarter 7	EDDD or EDPD 8xxx Specialization Course	5 credits
	EDPD 8910 - Writing a Quality Prospectus	5 credits
Quarter 8	RSCH 8260 - Advanced Quantitative Reasoning and Analysis OR RSCH 8360 - Advanced Qualitative Reasoning and Analysis OR RSCH 8460 - Advanced Mixed-Methods Reasoning and Analysis	5 credits
	EDPD 8990 - Completing the Dissertation *	5 credits per term for a minimum of 4 terms; taken continuously until completion

Complete Residency 4 after your prospectus is approved and you are enrolled in EDUC 9000 or EDPD 8990 as:

Residency 4 General (RESI 8404) OR

Residency 4 Proposal Writing (RESI 8404Q) OR

Residency 4 Methods & Data Collection: Qualitative (RESI 8404R) OR Residency 4 Methods & Data Collection: Quantitative (RESI 8404S) OR Residency 4 Publishing & Presenting (RESI 8404T) OR

• a dissertation intensive (DRWI 8500). Contact Student Success Advising to register. **Note:** *Intensives are not included in Fast Track tuition.*

Optional: Complete a PhD dissertation intensive during EDPD 8990. Contact Student Success Advising to register. **Note:** *Intensives are not included in Fast Track tuition.*

* Students take this course for a minimum of four quarters and are continuously enrolled until completion of their dissertation with final chief academic officer (CAO) approval.

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To complete a doctoral dissertation, students must obtain the academic approval of several independent evaluators including their committee, the university research reviewer, and the Institutional Review Board; pass the Form and Style Review; gain approval at the oral defense stage; and gain final approval by the chief academic officer. Learn more about the dissertation process in the Dissertation Guidebook.

□ Specialization in Reading, Literacy, Assessment, and Evaluation

Through this research-oriented specialization, educators gain expertise in best practices in reading, literacy, curriculum design and instruction, teacher professional development, and program evaluation and assessment. Students develop literacy-related research projects and critique significant research that can improve reading and curriculum outcomes across the educational system, including classroom instruction, program design, policy implementation, and critical thinking.

Through their coursework students explore:

Sociopolitical, cultural, and economic influences on literacy. Curriculum and assessment.

The role of literature in promoting cross-cultural understandings in a student-centered literacy curriculum.

Best practices in literacy. Program design and evaluation.

This specialization is designed for classroom teachers, lead teachers, reading specialists, literacy coaches, department chairs, curriculum specialists, and any instructors who wants to gain a deeper understanding of reading and literacy practices and evaluation methods. Students also take research method courses that will help them grow as scholar-practitioners.

*Walden University's PhD in Education program with a Reading Literacy, Assessment, and Evaluation (Non-Licensure) does not lead to certification or licensure in reading literacy, assessment, and evaluation. 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 teacher in reading literacy, assessment, and evaluation.

Note on Certification

This program is not intended to lead to teacher certification. Teachers are advised to contact their individual school districts as to whether this program may qualify for salary advancement.

Specialization Learning Outcomes

In addition to the core program learning outcomes, graduates in this specialization will be prepared to:

1. Interpret the components of reading curriculum in the 21st century including influences from the sociopolitical landscape, social media, technological innovations, family and community involvement, and influences from applicable education standards.
2. Demonstrate the ability to communicate with stakeholders to gain their support for improvement of curriculum and literacy programs at the systems level.
3. Address challenges faced in teaching and learning literacy curriculum across content areas.
4. Assess literacy curriculum and programs utilizing data about students and literacy assessments used at the national, state, and local levels.
5. Create literacy programs that enhance student learning and support professional development for teachers.
6. Integrate concepts of positive social change in literacy curriculum and programs.
7. Evaluate literacy research.
8. Practice ethically in the profession.
9. Demonstrate the ability to conduct research that positively impacts social change.

Specialization Courses (30 credits)

EDPD 8060 - Issues and Trends in Reading and Literacy (5 credits)

EDPD 8061 - Assessment and Data Analysis to Support Effective Literacy Programs (5 credits) EDPD 8062 - A Collaborative Approach to Literacy Across the Content Areas* (5 credits)

Students may take this as a non-degree course.

EDPD 8063 - Reading Research Design: Analysis and Evaluation (5 credits)

EDPD 8064 - Literacy Interventions for Culturally and Linguistically Diverse Populations (5 credits) EDPD 8065 - Comprehensive Literacy Model for Student Improvement (5 credits)

Course Sequence

The recommended course sequence is as follows:

Course	Credits
EDPD 8002 - Leading the Future of Education OR EDPD 8006 - Leading the Future of Education	5 credits
Complete Residency 1 as soon as you begin your program; should be completed within 90 days of completing your Foundations course (EDPD 8002/EDPD 8006).	0 credits
EDPD 8060 - Issues and Trends in Reading and Literacy	5 credits
EDPD 8061 - Assessment and Data Analysis to Support Effective Literacy Programs	5 credits
RSCH 8100 - Research Theory, Design, and Methods OR RSCH 8110 - Research Theory, Design, and Methods	5 credits
Complete Residency 2 after RSCH 8100/RSCH 8110.	0 credits
EDPD 8062 - A Collaborative Approach to Literacy Across the Content Areas	5 credits
EDPD 8063 - Reading Research Design: Analysis and Evaluation	5 credits
EDPD 8113 - Tools for Doctoral Research Success	3 credits
RSCH 8200 - Quantitative Reasoning and Analysis OR RSCH 8210 - Quantitative Reasoning and Analysis	5 credits
EDPD 8064 - Literacy Interventions for Culturally and Linguistically Diverse Populations	5 credits
EDPD 8114 - Demystifying Doctoral Writing for Research	3 credits
RSCH 8300 - Qualitative Reasoning and Analysis OR RSCH 8310 - Qualitative Reasoning and Analysis	5 credits
Complete Residency 3 after RSCH 8200/8210 and RSCH 8300/8310.	0 credits
EDPD 8065 - Comprehensive Literacy Model for Student Improvement	5 credits
• EDPD 8910 - Writing a Quality Prospectus	5 credits
• RSCH 8260 - Advanced Quantitative Reasoning and Analysis • OR • RSCH 8360 - Advanced Qualitative Reasoning and Analysis • OR RSCH 8460 - Advanced Mixed-Methods Reasoning and Analysis	5 credits

EDPD 8990 - Completing the Dissertation	5 credits per term for a minimum of 4 terms = 20 credits
<p>Complete Residency 4 after your prospectus is approved and you are enrolled in EDUC 9000 or EDPD 8990 as:</p> <p>Residency 4 General (RESI 8404) OR</p> <p>Residency 4 Proposal Writing (RESI 8404Q) OR</p> <p>Residency 4 Methods & Data Collection: Qualitative (RESI 8404R) OR Residency 4 Methods & Data Collection: Quantitative (RESI 8404S) OR Residency 4 Publishing & Presenting (RESI 8404T) OR</p> <p>a dissertation intensive (DRWI 8500). Contact Student Success Advising to register. Note: <i>Intensives are not included in Fast Track tuition.</i></p>	
<p>Optional: Complete a PhD dissertation intensive during EDPD 8990. Contact Student Success Advising to register. Note: <i>Intensives are not included in Fast Track tuition.</i></p>	

Students will be registered for two courses every 11 weeks, following the completion of the foundation course. Students who wish to reduce their course load during one or more terms should contact their student success advisor.

Residency Requirements

Complete Residency 1 as soon as you begin your program; should be completed within 90 days of completing your Foundations course (EDPD 8002/EDPD 8006/EDUC 8110).

Complete Residency 2 after RSCH 8100/RSCH 8110.

Complete Residency 3 after RSCH 8200/8210 and RSCH 8300/8310.

Complete Residency 4 after your prospectus is approved and you are enrolled in EDUC 9000 or EDPD 8990 as:

Residency 4 General (RESI 8404) OR Residency 4 Proposal Writing (RESI 8404Q) OR

Residency 4 Methods & Data Collection: Qualitative (RESI 8404R) OR Residency 4 Methods & Data Collection: Quantitative (RESI 8404S) OR Residency 4 Publishing & Presenting (RESI 8404T) OR

a dissertation intensive (DRWI 8500). Contact Student Success Advising to

register. NOTE: Intensive Retreats are NOT included in Fast Track tuition.

Doctoral Support Courses (6 credits)

EDPD 8003 - Tools for Doctoral Research Success (3 credits) EDPD 8004 - Demystifying Doctoral Writing for Research (3 credits) EDPD 8900 - Completing the Prospectus (2 credits)

Completion of the Doctoral Capstone (5 credits per term for a minimum of four terms = 20 credits)

EDPD 8990 - Completing the Dissertation (5 credits per term for a minimum of 4 quarters until completion)

Master of Philosophy (Embedded Degree)

Walden awards the Master of Philosophy (MPhil) degree to recognize PhD students for academic achievement leading up to their dissertation. With an MPhil, students will be able to demonstrate to employers and others that they have an advanced knowledge base in their field of study as well as proficiency in research design and evaluation.

Students are eligible to apply for this credential while continuing their PhD program once they have completed:

All required PhD core courses (or KAMs)

All required PhD specialization courses (or KAMs)

All required doctoral research and advanced research courses Program prospectus development course

Residencies 1, 2, and 3

A minimum 3.0 GPA is mandatory.

The MPhil requires a minimum of 45 quarter credits. Maximum transfer of credit varies by program but is not to exceed 50% of the overall, or embedded, program requirements.

Doctoral Writing Assessment

Students who start or readmit to doctoral programs at Walden University in the university catalog for academic year 2017 or later will complete the university's required doctoral writing assessment. Designed to evaluate incoming doctoral students' writing skills, this assessment aims to help prepare incoming doctoral students to meet the university's expectations for writing at the doctoral level.

8-Year Maximum Time Frame

In general, students are continuously registered in the dissertation/doctoral study course until they complete their capstone project and it is approved. This usually takes longer than the minimum required terms in the dissertation/doctoral study course shell.

Students have up to 8 years to complete their doctoral degree requirements (see Enrollment Requirements in the student handbook). Students may petition to extend the 8-year maximum time frame, but an extension is not guaranteed.

PhD in Health Education and Promotion

In recent years, public, professional, governmental, and medical groups have increasingly come to recognize the need for more health and wellness promotion initiatives, as the majority of adults do not meet the minimum recommendations to eat healthfully, exercise more, and make behavioral changes that can reduce disease and prolong their lives. With the focus of healthcare shifting toward preventive care and education, the demand for qualified health educators is projected to rise 21% by 2020.* Now is the time for students to gain the knowledge, skills, and credentials needed to plan, implement, and evaluate prevention programs and services. With an online PhD in Health Education and Promotion degree, students can help groups and individuals lead healthier lifestyles or conduct research in an area that will help make the world a healthier place.

As one of a small number of online doctoral programs that is fully dedicated to this topic, Walden's health education and promotion degree program explores both individual and population health, focusing on health behavior theory and techniques for changing behaviors. Using the latest technology, students will review case studies that touch on current trends and research and explore best practices from a global perspective.

Note on Certification

The PhD in Health Education and Promotion has been designed to reflect the Eight Areas of Responsibility for Health Educators outlined by the National Commission for Health Education Credentialing (NCHEC) and to prepare students to sit for the national Certified Health Education Specialist (CHES) and Master Certified Health Education Specialist (MCHES) exams. Walden enrollment specialists can provide information relating to national certification exams; however, it remains the individual's responsibility to understand, evaluate, and comply with all requirements relating to national certification exams for the state in which he or she resides. Additionally, prospective students are advised if they choose to relocate to carefully review, evaluate, and understand the requirements of the applicable licensure board in the state in which they intend to relocate. Walden makes no representations or guarantee that completion of Walden coursework or programs will permit an individual to obtain national certification. For more information

about the CHES and MCHES exams, students should visit <http://www.nche.org>.

Learning Outcomes

At the completion of this program, students will be able to:

1. Evaluate the factors that impact individual and population health.
2. Synthesize assessment results to identify and prioritize health problems.
3. Engage in collaborative planning of health interventions.
4. Apply knowledge that results in successful implementation and monitoring of health promotion and disease prevention interventions.
5. Evaluate the effectiveness of health promotion and disease prevention interventions.
6. Conduct original health education-related research.
7. Demonstrate ethical behavior as a health education scholar-practitioner.
8. Facilitate efforts among stakeholders to achieve common goals related to individual and community health.
9. Apply health education principles, theories, and models to create professional communication and establish positive public relations.
10. Use evidence-based research to advocate for policies and programs that promote positive social change related to the health of individuals and communities.

Tracks

Track 1 (prior MS in Health Education and Promotion degree or related health education and promotion degree)

Track 2 (prior MPH degree)

Track 3

Minimum Degree Requirements

Track 1

(prior MS in Health Education and Promotion degree or related health education and promotion degree)

Minimum Degree Requirements

• Doctoral Writing Assessment Foundation course (3 credits) Core courses (25 credits) Research courses (20 credits)

• Specialization courses (15 credits) Completion of Doctoral Capstone

• Dissertation writing courses (continuous enrollment in 5 credits per term for a minimum of 4 terms until completion)

• Quarter Plans Four PhD residencies

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• Track 2 (prior MPH degree)

• Doctoral Writing Assessment

• Foundation course (3 credits)

• Core courses (40 credits)

• Research courses (20 credits)

• Specialization courses (15 credits)

• Completion of Doctoral Capstone

• Dissertation writing courses (continuous enrollment in 5 credits per term for a minimum of 4 terms until completion)

• Quarter Plans

• Four PhD residencies

Track 3

Doctoral Writing Assessment Foundation course (3 credits) Core courses (55 credits) Research courses (20 credits)

Specialization courses (15 credits) Completion of Doctoral Capstone

Dissertation writing courses (continuous enrollment in 5 credits per term for a minimum of 4 terms until completion)

Quarter Plans Four PhD residencies

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Specializations

□ Specialization in Behavioral Health

A PhD in Health Education and Promotion degree with a focus on Behavioral Health can help students better understand and address the factors that contribute to mental wellness, including behavior and habits; cultural, social, and identity issues; substances and their abuse; stress; and life events and experiences. Students have the opportunity to discover how to help individuals or groups overcome their behavioral health issues by recommending treatments that might include therapy, counseling, or medication.

Specialization Courses (15 credits)

Select three courses from the following:*

HLTH 8215 - Lifespan Development (5 credits) HLTH 8241 - Human Motivation (5 credits)

HLTH 8242 - Changing Health Behavior: Theory and Practice (5 credits) HLTH 8247 - Social Psychology (5 credits)

HLTH 8701 - Cultural Psychology (5 credits)

HLTH 8362 - Sexual Health and Well-Being (5 credits) HLTH 8825 - Psychology of Gender (5 credits)

HLTH 8745 - Health Psychology (5 credits)

*Courses selected must be different from those taken in the MS in Health Education and Promotion program (if applicable).

□ Specialization in Global Health

When students pursue a PhD in Health Education and Promotion degree with a Global Health focus, they can prepare to make a positive difference in the health and well-being of men, women, and children in developing countries around the world. From understanding cultural psychologies that affect behavior and health to identifying current health threats and effective intervention strategies to combat them, students can gain the knowledge and global perspective necessary to address the impact of emerging infectious disease, poverty, human rights issues, climate change, or population growth.

Specialization Courses (15 credits)

Select three courses from the following:*

HLTH 8034 - Environmental Health: Local to Global (5 credits)

HLTH 8035 - Epidemiology: Decoding the Science of Public Health (5 credits) HLTH 8129E - Global Perspectives on Health (5 credits)

HLTH 8331 - Crossing Borders: U.S. and International NGO Organizational Cultures and Environments (5 credits)

HLTH 8405 - Ethics and Social Justice (5 credits) HLTH 8701 - Cultural Psychology (5 credits)

* Courses selected must be different from those taken in the MS in Health Education and Promotion program (if applicable).

□ Specialization in Management and Leadership

When students focus on Management and Leadership, they can prepare to become an effective, ethical, and energizing leader in the local, national, or global healthcare promotion arena. Through specialized coursework, students can gain insights into the structure, components, and delivery of health services and delve into areas of organizational development, economics, financial management and systems thinking.

Specialization Courses (15 credits)

Select three courses from the following:*

HLTH 8051 - Contemporary Topics in the U.S. Healthcare Delivery* (5 credits) Students may take this as a non-degree course.

HLTH 8500 - Human Resources Management and Organizational Development and Leadership for Healthcare Administrators* (5 credits)

Students may take this as a non-degree course.

HLTH 8430 - Healthcare Financial Management (5 credits) HLTH 8111 - Leadership and Organizational Change* (5 credits)

Students may take this as a non-degree course.

HLTH 8247 - Social Psychology (5 credits)

HLTH 8317 - Financing Public Health Systems (5 credits)

HLTH 8402 - Applied Leadership and Multicultural Perspectives in Public Health* (5 credits) Students may take this as a non-degree course.

*Courses selected must be different from those taken in the MS in Health Education and Promotion program (if applicable).

Specialization in Online Teaching in Higher Education

PhD in Health Education and Promotion students who want to enter fields of academia, curriculum development, online learning areas, etc. would find this focus of great interest.

Specialization Courses (15 credits)

Select three of the following*:

HLTH 8150 - The Art of Online Teaching (5 credits) HLTH 8151 - Understanding the Adult Learner (5 credits) HLTH 8152 - eLearning (5 credits)

HLTH 8153 - Online Teaching Simulation (5 credits)

*Courses selected must be different from those taken in the MS in Health Education and Promotion program (if applicable).

Specialization in Population Health

With a focus in Population Health, students can explore a wide range of factors that influence health including psychology, public health, genetics, medical care, behavior, education level, social status, and the environment. They can also discover how to improve the health of a group or individuals and focus on ways to help prevent and manage chronic disease and encourage healthier lifestyles.

Specialization Courses (15 credits)

Select three courses from the following*:

HLTH 8035 - Epidemiology: Decoding the Science of Public Health (5 credits) HLTH 8573 - Child and Adolescent Health Issues (5 credits)

HLTH 8574 - Women's Health Issues (5 credits) HLTH 8745 - Health Psychology (5 credits)

HLTH 8815 - Contemporary/Gerontology/Geriatric Psychology (5 credits)

* Courses selected must be different from those taken in the MS in Health Education and Promotion program (if applicable).

Specialization in Research

Students who want to focus on research in the field of HEP would find this focus area of great interest.

Required Course

PUBH 8032 - SPSS Revealed (1 credits)

Specialization Courses (15 credits)

Select three courses from the following:*

PSYC 8202 - Survey Research Methods* (5 credits) Students may take this as a non-degree course.

PUBH 8033 - Interpretation and Application of Public Health Data* (5 credits) Students may take this as a non-degree course.

RSCH 8260 - Advanced Quantitative Reasoning and Analysis (5 credits) RSCH 8360 - Advanced Qualitative Reasoning and Analysis (5 credits) RSCH 8460 - Advanced Mixed-Methods Reasoning and Analysis (5 credits)

*Courses selected must be different from those taken in the MS in Health Education and Promotion program (if applicable).

Residency Requirements

- Complete Residency 1 Term 1; required in order to advance into RSCH 8110.

Complete Residency 2 between Terms 2 and 5; required in order to advance into HLTH 8551. Complete Residency 3 between Terms 6 and 7; required in order to advance into HLTH 9101. Complete Residency 4 after your prospectus is approved and you are enrolled in EDUC 9000 or EDPD 8990, complete residency 4 during your third year or beyond as:

Residency 4 General (RESI 8404) OR Residency 4 Proposal Writing (RESI 8404Q) OR

Residency 4 Methods & Data Collection: Qualitative (RESI 8404R) OR Residency 4 Methods & Data Collection: Quantitative (RESI 8404S) OR Residency 4 Publishing & Presenting (RESI 8404T) OR

a dissertation intensive (DRWI 8500). Contact Student Success Advising to

register. **Note:** Intensives are **not** included in Fast Track tuition.

Optional: Complete a PhD dissertation intensive (DRWI 8500) during your dissertation. Contact Student Success Advising to register.

Course Sequences

Track 1 Course Sequence

The recommended course sequence is as follows:

Quarter	Course	Credits
Quarter 1	HLTH 8003 - Building a Multidisciplinary Approach to Health	3 credits
	HLTH 8205 - Assessing Community Needs for Health Education	5 credits
	Complete Residency 1 in Term 1; required in order to advance into RSCH 8110.	
Quarter 2	RSCH 8110 - Research Theory, Design, and Methods	5 credits
	Complete Residency 2 between Terms 2 and 5; required in order to advance into HLTH 8551.	
	HLTH 8052 - Advanced Issues in Global Public Health	5 credits
Quarter 3	RSCH 8210 - Quantitative Reasoning and Analysis	5 credits
	Specialization Course	5 credits
Quarter 4	RSCH 8310 - Qualitative Reasoning and Analysis	5 credits
	HLTH 8412 - Health Education and Communication Strategies	5 credits
Quarter 5	HLTH 8207 - Grant Writing	5 credits
	Specialization Course	5 credits
Quarter 6	HLTH 8551 - Preparing for Dissertation	5 credits
	Specialization Course	5 credits

Complete Residency 3 between Terms 6 and 7; required in order to advance into HLTH 9101.

Quarter	Course	Credits
Quarter 7	RSCH 8261 - Advanced Quantitative Reasoning and Analysis OR RSCH 8361 - Advanced Qualitative Reasoning and Analysis OR RSCH 8461 - Advanced Mixed-Methods Reasoning and Analysis	5 credits
	Complete Residency 4 after your prospectus is approved and you are enrolled in EDUC 9000 or EDPD 8990, complete residency 4 during your third year or beyond as: <ul style="list-style-type: none"> • Residency 4 General (RESI 8404) OR Residency 4 Proposal Writing (RESI 8404Q) OR Residency 4 Methods & Data Collection: Qualitative (RESI 8404R) OR • Residency 4 Methods & Data Collection: Quantitative (RESI 8404S) OR Residency 4 Publishing & Presenting (RESI 8404T) OR a dissertation intensive (DRWI 8500). Contact Student Success Advising to register. Note: Intensives are not included in Fast Track tuition. 	
	HLTH 9101 - Dissertation*	Continuous enrollment in 5 credit per term for a minimum of 4 terms until completion
Optional: Complete a PhD dissertation intensive (DRWI 8500) during your dissertation. Contact Student Success Advising to register.		

*Students take this course for a minimum of four quarters and are continuously enrolled until completion of their dissertation with final chief academic officer (CAO) approval. In general, students are continuously registered in the dissertation/doctoral study course until they complete their capstone project and it is approved. This usually takes longer than the minimum required terms in the dissertation/doctoral study course shell.

To complete a doctoral dissertation, students must obtain the academic approval of several independent evaluators including their committee, the University Research Reviewer, and the Institutional Review Board; pass the Form and Style Review; gain approval at the oral defense stage; and gain final approval by the chief academic officer. Students must also publish their dissertation on ProQuest before their degree is conferred. Learn more about the dissertation process in the Dissertation Guidebook.

Track 2 Course Sequence

The recommended course sequence is as follows:

Quarter	Course	Credits
Quarter 1	HLTH 8003 - Building a Multidisciplinary Approach to Health	3 credits
	HLTH 8110 - Exploring Health Education in the 21st Century	5 credits
	Complete Residency 1 in Term 1 ; required in order to advance into RSCH 8110.	
Quarter 2	HLTH 8205 - Assessing Community Needs for Health Education	5 credits
	HLTH 8038 - Health Behavior Theory	5 credits
Complete Residency 2 between Terms 2 and 5 ; required in order to advance into HLTH 8551.		
Quarter 3	RSCH 8110 - Research Theory, Design, and Methods	5 credits
	HLTH 8052 - Advanced Issues in Global Public Health	5 credits
Quarter 4	RSCH 8210 - Quantitative Reasoning and Analysis	5 credits
	Specialization Course	5 credits
Quarter 5	RSCH 8310 - Qualitative Reasoning and Analysis	5 credits
	HLTH 8048 - Research Application of Public Health and Behavior	5 credits
Quarter 6	HLTH 8207 - Grant Writing	5 credits
	Specialization Course	5 credits
Complete Residency 3 between Terms 6 and 7 ; required in order to advance into HLTH 9101.		
Quarter 7	HLTH 8412 - Health Education and Communication Strategies	5 credits
	HLTH 8551 - Preparing for Dissertation	5 credits
Quarter 8	Specialization Course	5 credits
	RSCH 8250 - Advanced Quantitative Reasoning and Analysis OR RSCH 8360 - Advanced Qualitative Reasoning and Analysis OR RSCH 8460 - Advanced Mixed-Methods Reasoning and Analysis	5 credits
<p>Complete Residency 4 after your prospectus is approved and you are enrolled in EDUC 9000 or EDPD 8990, complete residency 4 during your third year or beyond as:</p> <p>Residency 4 General (RESI 8404) OR</p> <p>Residency 4 Proposal Writing (RESI 8404Q) OR</p> <p>Residency 4 Methods & Data Collection: Qualitative (RESI 8404R) OR Residency 4 Methods & Data Collection: Quantitative (RESI 8404S) OR Residency 4 Publishing & Presenting (RESI 8404T) OR</p> <p>a dissertation intensive (DRWI 8500). Contact Student Success Advising to register. Note: <i>Intensives are not included in Fast Track tuition.</i></p>		

Quarter 9	HLTH 9101 - Dissertation*	Continuous enrollment in 5 credit per term for a minimum of 4 terms until completion
<p>Optional: Complete a PhD dissertation intensive (DRWI 8500) during your dissertation. Contact Student Success Advising to register.</p>		

*Students take this course for a minimum of four quarters and are continuously enrolled until completion of their dissertation with final chief academic officer (CAO) approval. In general, students are continuously registered in the dissertation/doctoral study course until they complete their capstone project and it is approved. This usually takes longer than the minimum required terms in the dissertation/doctoral study course shell.

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To complete a doctoral dissertation, students must obtain the academic approval of several independent evaluators including their committee, the University Research Reviewer, and the Institutional Review Board; pass the Form and Style Review; gain approval at the oral defense stage; and gain final approval by the chief academic officer. Students must also publish their dissertation on ProQuest before their degree is conferred. Learn more about the dissertation process in the Dissertation Guidebook.

Track 3 Course Sequence

The recommended course sequence is as follows:

Quarter	Course	Credits
Quarter 1	HLTH 8003 - Building a Multidisciplinary Approach to Health	3 credits
	HLTH 8110 - Exploring Health Education in the 21st Century	5 credits
	Complete Residency 1 in Term 1; required in order to advance into RSCH 8110.	
Quarter 2	HLTH 8205 - Assessing Community Needs for Health Education	5 credits
	HLTH 8038 - Health Behavior Theory	5 credits
Quarter 3	HLTH 8048 - Research Application of Public Health and Behavior	5 credits
	HLTH 8052 - Advanced Issues in Global Public Health	5 credits
Quarter 4	RSCH 8110 - Research Theory, Design, and Methods	5 credits
	HLTH 8412 - Health Education and Communication Strategies	5 credits
Complete Residency 2 between Terms 2 and 5; required in order to advance into HLTH 8551.		
Quarter 5	RSCH 8210 - Quantitative Reasoning and Analysis	5 credits
	Specialization Course	5 credits
Quarter 6	RSCH 8310 - Qualitative Reasoning and Analysis	5 credits
	HLTH 8040 - Advanced Public Health Policy and Advocacy	5 credits
Complete Residency 3 between Terms 6 and 7; required in order to advance into HLTH 9101.		
Quarter 7	HLTH 8475 - Advanced Program Implementation and Evaluation	5 credits
	HLTH 8031 - Public Health Administration and Leadership	5 credits
Quarter 8	Specialization Course	5 credits
	HLTH 8207 - Grant Writing	5 credits
Quarter 9	HLTH 8551 - Preparing for Dissertation	5 credits
	Specialization Course	5 credits

Complete Residency 4 after your prospectus is approved and you are enrolled in EDUC 9000 or EDPD 8990, complete residency 4 during your third year or beyond as:

Residency 4 General (RESI 8404) OR

Residency 4 Proposal Writing (RESI 8404Q) OR

Residency 4 Methods & Data Collection: Qualitative (RESI 8404R) OR Residency 4 Methods & Data Collection: Quantitative (RESI 8404S) OR Residency 4 Publishing & Presenting (RESI 8404T) OR

a dissertation intensive (DRWI 8500). Contact Student Success Advising to register. **Note:** *Intensives are not included in Fast Track tuition.*

Quarter	Course	Credits
10+	RSCH 8260 - Advanced Quantitative Reasoning and Analysis OR RSCH 8360 - Advanced Qualitative Reasoning and Analysis OR RSCH 8460 - Advanced Mixed-Methods Reasoning and Analysis	5 credits
	HLTH 9101 - Dissertation*	Continuous enrollment in 5 credit per term for a minimum of 4 terms until completion

Optional: Complete a PhD dissertation intensive (DRWI 8500) during your dissertation. Contact Student Success Advising to register.

*Students take this course for a minimum of four quarters and are continuously enrolled until completion of their dissertation with final chief academic officer (CAO) approval. In general, students are continuously registered in the dissertation/doctoral study course until they complete their capstone project and it is approved. This usually takes longer than the minimum required terms in the dissertation/doctoral study course shell.

To complete a doctoral dissertation, students must obtain the academic approval of several independent evaluators including their committee, the University Research Reviewer, and the Institutional Review Board; pass the Form and Style Review; gain approval at the oral defense stage; and gain final approval by the chief academic officer. Students must also publish their dissertation on ProQuest before their degree is conferred. Learn more about the dissertation process in the Dissertation Guidebook.

Master of Philosophy (Embedded Degree)

Walden awards the Master of Philosophy (MPhil) degree to recognize PhD students for academic achievement leading up to their dissertation. With an MPhil, students will be able to demonstrate to employers and others that they have an advanced knowledge base in their field of study as well as proficiency in research design and evaluation.

Students are eligible to apply for this credential while continuing their PhD program once they have completed:

◆ All required PhD core courses (or KAMs)

All required PhD specialization courses (or KAMs)

All required doctoral research and advanced research courses Program prospectus development course

Residencies 1, 2, and 3

◆ A minimum 3.0 GPA is mandatory.

◆ The MPhil requires a minimum of 45 quarter credits. Maximum transfer of credit varies by program but is not to exceed 50% of the overall, or embedded, program requirements.

Doctoral Writing Assessment

Students who start or readmit to doctoral programs at Walden University in the university catalog for academic year 2017 or later will complete the university's required doctoral writing assessment. Designed to evaluate incoming doctoral students' writing skills, this assessment aims to help prepare incoming doctoral students to meet the university's expectations for writing at the doctoral level.

8-Year Maximum Time Frame

In general, students are continuously registered in the dissertation/doctoral study course until they complete their capstone project and it is approved. This usually takes longer than the minimum required terms in the dissertation/doctoral study course shell.

Students have up to 8 years to complete their doctoral degree requirements (see Enrollment Requirements in the student handbook). Students may petition to extend the 8-year maximum time frame, but an extension is not guaranteed.

BS in Child Development

This program is not currently accepting new students. Current students must complete their programs of study in accordance with Walden's Time-to-Degree Completion policies.

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

Note on Teacher Licensure or Certification

This program does not lead to teacher licensure or certification. Teachers are advised to contact their individual school districts as to whether this program may qualify for salary advancement.

Learning Outcomes

At the end of this program, the education professional:

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

Degree Requirements

181 total quarter credits

• General education courses (46 credits) Core courses (55 credits)

• Concentration courses (0-55 credits, depending on concentration) Elective courses (28-72 credits, depending on concentration) Capstone course (7 credits)

• Portfolio

Curriculum

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

General Education Courses (46 credits)

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

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

Core Courses (45 credits)

• EDUC 1001 - Introduction to Education (5 credits) Students may take this as a non-degree course.

• EDUC 1002 - Pioneers and Philosophies of Education (5 credits) Students may take this as a non-degree course.

• EDUC 1004 - Child Development (5 credits) Students may take this as a non-degree course.

• EDUC 1005 - Child Health, Safety, and Nutrition (5 credits) Students may take this as a non-degree course.

• EDUC 1006 - Child, Family, and Community Relationships (5 credits)

Students may take this as a non-degree course.

EDUC 2001 - Language Development (5 credits) Students may take this as a non-degree course.

EDUC 3003 - Observation and Assessment of the Young Child (5 credits) Students may take this as a non-degree course.

EDUC 4004 - Children With Special Needs* (5 credits) Students may take this as a non-degree course.

EDUC 4005 - Cultural and Linguistic Diversity* (5 credits) Students may take this as a non-degree course.

Concentration Courses (0-55 credits)

These courses are dependent upon the particular concentration. Please see the course list on each concentration page.

□ General Program

The General Program provides students with a foundation in child development and educational theory. Coursework examines children's key developmental milestones from birth through adolescence, exploring their physical, social-emotional, and cognitive/language development.

Students learn how to create environments that promote healthy development. This concentration allows **for a larger number of transferable credits than more specialized programs permit**, helping students earn their degree at an accelerated pace.*

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

Degree Requirements

180 total quarter credits

General education courses (46 credits) Core courses (55 credits)

Elective courses (72 credits) Capstone course (7 credits) ePortfolio

Concentration Curriculum

Child Development Upper-Elective Courses (10 credits)

Choose two Child Development courses as upper-level electives (10 credits).

Electives (72 credits)

Choose five courses from general education, BS in Child Development, or other Walden bachelor's degree programs. At least 25 credits must be at the 3000–4000 level.

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

□ Specialization in Administration and Management

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

Degree Requirements

181 total quarter credits

• General education courses (46 credits) Core courses (45 credits) Concentration courses (31 credits) Elective courses (52 credits)

• Capstone (7 credits) ePortfolio

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Concentration Curriculum

Concentration Courses (31 credits)

BUSI 1002 - Introduction to Management* (5 credits) Students may take this as a non-degree course.

BUSI 4002 - Small Business Ventures* (5 credits) Students may take this as a non-degree course.

BUSI 4003 - Marketing Strategies for Small Business* (5 credits) Students may take this as a non-degree course.

• EDUC 3011 - Making Connections: Managing and Leading Early Childhood Programs* (2 credits) Students may take this as a non-degree course.

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EDUC 3012 - Making Connections: Fiscal and Personnel Management of Child Development Centers and Programs (2 credits)

EDUC 3101 - Professionalism and Advocacy in the Early Childhood Field* (5 credits) Students may take this as a non-degree course.

EDUC 4006 - Making Connections: Operating Child Development Centers and Programs (2 credits)

HRMG 3001 - Human Resource Management* (5 credits) Students may take this as a non-degree course.

Electives (52 credits)

Choose courses from general education, BS in Child Development, or other Walden bachelor's degree programs. At least 10 credits must be at the 3000–4000 level.

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

□ Specialization in Child and Adolescent Studies

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

Degree Requirements

181 total quarter credits

General education courses (46 credits) Core courses (45 credits) Concentration courses (36 credits) Elective courses (47 credits)

Capstone course (7 credits) ePortfolio

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Concentration Curriculum

Concentration Courses (36 credits)

EDUC 3301 - School-Age and Adolescent Development* (5 credits) Students may take this as a non-degree course.

EDUC 3302 - Making Connections: Professions in the Field of School-Age and Adolescent Development (2 credits)

EDUC 3303 - Motivating and Guiding School-Age Children and Adolescents* (5 credits) Students may take this as a non-degree course.

EDUC 3304 - Making Connections: Effective Learning Environments for School-Age Children and Adolescents (2 credits)

EDUC 4301 - School-Age Children and Adolescence in a Multicultural Society* (5 credits) Students may take this as a non-degree course.

EDUC 4302 - Home, School, and Community* (5 credits) Students may take this as a non-degree course.

EDUC 4303 - Trends and Issues in School-Age Children* (5 credits) Students may take this as a non-degree course.

EDUC 4304 - Trends and Issues in Adolescence* (5 credits) Students may take this as a non-degree course.

EDUC 4305 - Making Connections: The Role of the Professional (2 credits)

Electives (47 credits)

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

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

□ Specialization in Dual Preschool and Infant/Toddler

Degree Requirements

181 total quarter credits

• General education courses (46 credits) Core courses (45 credits) Infant/Toddler courses (30 credits) Preschool courses (25 credits) Electives (28 credits)

• Capstone course (7 credits) ePortfolio

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• Concentration Curriculum

• Infant/Toddler Concentration Courses (30 credits)

• EDUC 3101 - Professionalism and Advocacy in the Early Childhood Field* (5 credits) Students may take this as a non-degree course.

• EDUC 3202 - Quality Programs for Infants and Toddlers* (5 credits) Students may take this as a non-degree course.

• EDUC 3203 - Infant/Toddler Mental Health* (5 credits) Students may take this as a non-degree course.

• EDUC 3204 - Family Cultures of Infants and Toddlers* (5 credits) Students may take this as a non-degree course.

• EDUC 4205 - Developmentally Appropriate Practices in Infant Settings* (5 credits) Students may take this as a non-degree course.

• EDUC 4206 - Developmentally Appropriate Practices in Toddler Settings* (5 credits) Students may take this as a non-degree course.

• Preschool Concentration Courses (25 credits)

• EDUC 3103 - Guiding Young Children's Behavior* (5 credits) Students may take this as a non-degree course.

• EDUC 4102 - Play and Learning for the Preschool Child* (5 credits) Students may take this as a non-degree course.

• EDUC 4104 - Inclusive Practices in Classroom Communities* (5 credits) Students may take this as a non-degree course.

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EDUC 4105 - Early Literacy* (5 credits)

Students may take this as a non-degree course.

EDUC 4106 - Teaching Across Content Areas in Preschool* (5 credits) Students may take this as a non-degree course.

Electives (28 credits)

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

Capstone Course (7 credits)

EDUC 4001 - Capstone (7 credits)

□ Specialization in Family Health and Wellness

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

Degree Requirements

181 total quarter credits

• General education courses (46 credits) Core courses (45 credits) Concentration courses (30 credits) Elective courses (52 credits)

• Capstone course (7 credits) ePortfolio

• Concentration Curriculum

Concentration Courses (30 credits)

EDUC 3203 - Infant/Toddler Mental Health* (5 credits) Students may take this as a non-degree course.

HLTH 4300 - Personal Health and Wellness* (5 credits) Students may take this as a non-degree course.

HLTH 4320 - Nutrition Across the Lifespan* (5 credits) Students may take this as a non-degree course.

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HLTH 4340 - Fit and Well: Core Concepts in Exercise Science* (5 credits) Students may take this as a non-degree course.

HLTH 4360 - Stress Management and Wellness* (5 credits) Students may take this as a non-degree course.

HLTH 4380 - Strategies for Health Communication and Wellness* (5 credits) Students may take this as a non-degree course.

Electives (52 credits)

Choose courses from general education, BS in Child Development, or other Walden bachelor's degree programs. At least 5 credits must be at the 3000–4000 level.

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

□ Specialization in Infant/ Toddler

Degree Requirements

181 total quarter credits

General education courses (46 credits) Core courses (45 credits) Concentration courses (30 credits) Elective courses (53 credits)

Capstone course (7 credits) ePortfolio

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Concentration Curriculum

Concentration Courses (30 credits)

EDUC 3101 - Professionalism and Advocacy in the Early Childhood Field* (5 credits) Students may take this as a non-degree course.

EDUC 3202 - Quality Programs for Infants and Toddlers* (5 credits) Students may take this as a non-degree course.

EDUC 3203 - Infant/Toddler Mental Health* (5 credits) Students may take this as a non-degree course.

EDUC 3204 - Family Cultures of Infants and Toddlers* (5 credits) Students may take this as a non-degree course.

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EDUC 4205 - Developmentally Appropriate Practices in Infant Settings* (5 credits) Students may take this as a non-degree course.

EDUC 4206 - Developmentally Appropriate Practices in Toddler Settings* (5 credits) Students may take this as a non-degree course.

Electives (53 credits)

Choose courses from general education, BS in Child Development, or other Walden bachelor's degree programs. At least 5 credits must be taken at the 3000–4000 level.

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

Capstone Course (7 credits)

EDUC 4001 - Capstone (7 credits)

□ Specialization in Preschool

Degree Requirements

181 total quarter credits

General education courses (46 credits) Core courses (45 credits) Concentration courses (30 credits) Elective courses (53 credits)

Capstone course (7 credits) ePortfolio

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Concentration Curriculum

Concentration Courses (30 credits)

EDUC 3101 - Professionalism and Advocacy in the Early Childhood Field* (5 credits) Students may take this as a non-degree course.

EDUC 3103 - Guiding Young Children's Behavior* (5 credits) Students may take this as a non-degree course.

EDUC 4102 - Play and Learning for the Preschool Child* (5 credits) Students may take this as a non-degree course.

EDUC 4104 - Inclusive Practices in Classroom Communities* (5 credits) Students may take this as a non-degree course.

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EDUC 4105 - Early Literacy* (5 credits)

Students may take this as a non-degree course.

EDUC 4106 - Teaching Across Content Areas in Preschool* (5 credits) Students may take this as a non-degree course.

Electives (53 credits)

Choose courses from general education, BS in Child Development, or other Walden bachelor's degree programs. At least 5 credits must be at the 3000–4000 level.

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

Capstone Course (7 credits)

EDUC 4001 - Capstone (7 credits)

□ Specialization in Psychology

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

Degree Requirements

181 total quarter credits

• General education courses (46 credits) Core courses (45 credits) Concentration courses (60 credits) Elective courses (23 credits)

• Capstone course (7 credits) ePortfolio

• Concentration Curriculum

Concentration Courses (60 credits)

EDUC 3101 - Professionalism and Advocacy in the Early Childhood Field* (5 credits) Students may take this as a non-degree course.

EDUC 3103 - Guiding Young Children's Behavior* (5 credits)

Students may take this as a non-degree course.

EDUC 3203 - Infant/Toddler Mental Health* (5 credits) Students may take this as a non-degree course.

EDUC 3301 - School-Age and Adolescent Development* (5 credits) Students may take this as a non-degree course.

EDUC 3303 - Motivating and Guiding School-Age Children and Adolescents* (5 credits) Students may take this as a non-degree course.

EDUC 4102 - Play and Learning for the Preschool Child* (5 credits) Students may take this as a non-degree course.

EDUC 4205 - Developmentally Appropriate Practices in Infant Settings* (5 credits) Students may take this as a non-degree course.

EDUC 4206 - Developmentally Appropriate Practices in Toddler Settings* (5 credits) Students may take this as a non-degree course.

PSYC 2004 - Motivation and Emotion* (5 credits) Students may take this as a non-degree course.

PSYC 2005 - Social Influences on Behavior* (5 credits) Students may take this as a non-degree course.

PSYC 4002 - Brain and Behavior* (5 credits) Students may take this as a non-degree course.

Electives (23 credits)

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

Electives (28-72 credits)

Electives are dependent upon the particular concentration. Please see the elective requirements on each concentration page.

Capstone Course (7 credits)

EDUC 4001 - Capstone (7 credits)

OR

EDUC 4500 - Capstone (7 credits)

Graduate Certificate in Adult Learning

The Adult Learning certificate can help students meet the increasing demand for qualified adult educators and training professionals. Students will explore a broad range of teaching techniques designed to help adult learners in areas that include adult literacy, vocational education, community programs, employee training, and self-enrichment.

Note on Endorsement, Licensure, or Certification

This program does not lead to an endorsement, certification, or licensure. 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.

The graduate degree program and coursework within the program in which you are enrolling may be accepted by many states toward upgrading or renewing a license or obtaining a salary increase (depending on state or district policy). Teachers are advised to contact their individual school districts as to whether this program may qualify for salary advancement. Walden enrollment specialists can provide guidance on program requirements; however, it remains the individual's responsibility to understand and comply with all state and school district requirements.

Certificate Requirements

- 12 total semester credits

Curriculum

EDUC 6171 - Theories and Frameworks for Adult Learning* (3 semester credits)

- Students may take this as a non-degree course.

EDUC 6174 - Developing a Repertoire of Effective Teaching Practices* (3 semester credits)

- Students may take this as a non-degree course.

EDUC 6175 - Planning, Assessing, and Improving Adult Learning* (3 semester credits)

- Students may take this as a non-degree course.

EDUC 6176 - Facilitating Collaboration and Group Process* (3 semester credits)

- Students may take this as a non-degree course.

Course Sequence

The recommended course sequence is as follows:

Semester	Course	Credits
Semester 1	EDUC 6171 - Theories and Frameworks for Adult Learning	3 semester credits
	EDUC 6174 - Developing a Repertoire of Effective Teaching Practices	3 semester credits
Semester 2	EDUC 6175 - Planning, Assessing, and Improving Adult Learning	3 semester credits
	EDUC 6176 - Facilitating Collaboration and Group Process	3 semester credits

Graduate Certificate in College Teaching and Learning

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

Note on Licensure

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

Certificate Requirements

- 12 total semester credit hours

Curriculum

EDUC 6757 - Planning for Learning* (3 semester credits)

- Students may take this as a non-degree course.

EDUC 6758 - Creating Engaging Learning Experiences* (3 semester credits)

- Students may take this as a non-degree course.

EDUC 6759 - Assessing for Learning* (3 semester credits)

- Students may take this as a non-degree course.

EDUC 6760 - Facilitating Learning Online* (3 semester credits)

- Students may take this as a non-degree course.

Course Sequence

The course sequence for this specialization is dependent upon the student's Program of Study. Students work directly with their student success advisor to ensure the appropriate course sequence based on course availability.

Graduate Certificate in Curriculum, Instruction, and Assessment

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

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

Note on Endorsement, Licensure, or Certification

This program does not lead to an endorsement, certification, or licensure. 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.

The graduate degree program and coursework within the program in which you are enrolling may be accepted by many states toward upgrading or renewing a license or obtaining a salary increase (depending on state or district policy). Teachers are advised to contact their individual school districts as to whether this program may qualify for salary advancement. Walden enrollment specialists can provide guidance on program requirements; however, it remains the individual's responsibility to understand and comply with all state and school district requirements.

Certificate Requirements

- 12 total semester credit hours

Curriculum

EDUC 6651 - Teacher Leadership in the Classroom: Increasing Learning and Achievement* (3 semester credits)

- Students may take this as a non-degree course.

EDUC 6730 - Curriculum Design for Learning* (3 semester credits)

- Students may take this as a non-degree course.

EDUC 6731 -Assessment for Student Learning* (3 semester credits)

- Students may take this as a non-degree course.

EDUC 6734 - Differentiated Instruction (Accelerating) (3 semester credits)

Course Sequence

The recommended course sequence is as follows:

Semester	Course	Credits
Semester 1	EDUC 6730 - Curriculum Design for Learning	3 semester s cred
	EDUC 6731 - Assessment for Student Learning	3 semester s cred
Semester 2	EDUC 6734 - Differentiated Instruction (Accelerating)	3 semester s cred
	EDUC 6651 - Teacher Leadership in the Classroom: Increasing Learning and Achievement	3 semester s cred

Graduate Certificate in Early Childhood Administration, Management, and Leadership

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

Note: The Graduate Certificate in Early Childhood Administration, Management, and Leadership program is offered in two different learning modalities: the course-based modality and the competency-based modality, Tempo Learning®.

Note on Endorsement, Licensure, or Certification

This program does not lead to an endorsement, certification, or licensure. 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.

The graduate degree program and coursework within the program in which you are enrolling may be accepted by many states toward upgrading or renewing a license or obtaining a salary increase (depending on state or district policy). Teachers are advised to contact their individual school districts as to whether this program may qualify for salary advancement. Walden enrollment specialists can provide guidance on program requirements; however, it remains the individual's responsibility to understand and comply with all state and school district requirements.

Course-Based Program

- 15 total semester credits

Curriculum

EDUC 6161 - Effective Programs and Practices* (3 semester credits)

- Students may take this as a non-degree course.

EDUC 6164 - Perspectives on Diversity and Equity* (3 semester credits)

- Students may take this as a non-degree course.

EDUC 6166 - Developing People and Leading Teams* (3 semester credits)

- Students may take this as a non-degree course.

EDUC 6167 - Budgeting and Allocating Resources* (3 semester credits)

- Students may take this as a non-degree course.

EDUC 6168 - Planning and Managing Early Childhood Programs* (3 semester credits)

- Students may take this as a non-degree course.

Course Sequence

The recommended course sequence is as follows:

Semester	Course	Credits
Semester 1	EDUC 6161 - Effective Programs and Practices	3 semester credits
	EDUC 6164 - Perspectives on Diversity and Equity	3 semester credits
Semester 2	EDUC 6166 - Developing People and Leading Teams	3 semester credits
	EDUC 6167 - Budgeting and Allocating Resources	3 semester credits
Semester 3	EDUC 6168 - Planning and Managing Early Childhood Programs	3 semester credits

Tempo Learning® Program

Tempo Learning® is Walden's competency-based education modality, an alternative way of earning a Walden degree offered for some Walden programs. Instead of courses, the Walden Tempo Learning® program is comprised of competencies

and rigorous assessments. Students progress through the Tempo Learning® model by successfully passing competency assessments. A student must successfully achieve or master all competency assessments to graduate from the program.

Students earn the same Walden degree whether they choose the course-based or the competency-based modality.

Certificate Requirements

- 15 total semester credits

Curriculum

EDUC 6161 - Effective Programs and Practices* (3 semester credits)

- EP002 Plan Developmentally Appropriate Curriculum

Plan developmentally appropriate curriculum in alignment with professional standards.

- EP004 Evaluating Program Quality

Apply professional standards, guidelines, and tools to evaluate the quality of early childhood programs and identify areas in need of improvement.

- CC001 Engages Families and Communities

Use best practices to engage families and communities in early childhood programs.

- Students may take this as a non-degree course.

EDUC 6164 - Perspectives on Diversity and Equity* (3 semester credits)

- CR001 - Culturally Responsive Practices

Recommend culturally responsive practices to promote supportive and respectful partnerships with families and positive outcomes for young children.

- CR002 - Impact of Bias and Discrimination on Children, Families, and Communities Demonstrate an understanding of how bias and discrimination impact children, families, and communities.
- CR003 -Access, Equity, and Promoting Change

Apply strategies to promote access, equity, and positive social change for young children, families, and the early childhood field.

- Students may take this as a non-degree course.

EDUC 6166 - Developing People and Leading Teams* (3 semester credits)

- LD001 - Ethical and Legal Considerations in Leadership: Apply ethical principles and legal requirements to managing and leading diverse individuals and teams.
- LD002 - Leading and Developing Teams: Plan strategies for managing, leading, and developing teams in early childhood contexts.
- LD003 - Organizational Culture: Analyze organizational culture in early childhood contexts and its impact on staff, children, and families.
- LD004 - Recruiting, Developing, and Retaining Staff: Apply best practices for the recruitment, professional development, performance evaluation, and retention of diverse staff in early childhood contexts.
- Students may take this as a non-degree course.

EDUC 6167 - Budgeting and Allocating Resources* (3 semester credits)

- MP001 - Creating Grant Proposals: Create grant proposals to secure funding for an early childhood program.
- MP003 -Allocating Resources to Effectively Manage Programs and Facilities: Use appropriate tools and strategies to budget for and allocate resources in support of early childhood programs and facilities.

- MP004 - Creating Budgets: Create balanced budgets for early childhood programs.
- Students may take this as a non-degree course.

EDUC 6168 - Planning and Managing Early Childhood Programs* (3 semester credits)

- LD005 - Effective Program Planning: Plan elements of effective early childhood programs including mission and vision statements, a family handbook, a plan for family and community involvement, and a design for the indoor and outdoor physical environment.
- MP002 - Marketing in Early Childhood Programs: Apply effective strategies to market early childhood programs.
- MP005 - Regulations in Early Childhood Settings: Identify state and federal regulations that apply to various early childhood settings.
- Students may take this as a non-degree course.

Graduate Certificate in Early Childhood Advocacy and Public Policy

This program is not currently accepting new students. Current students must complete their programs of study in accordance with Walden's Time-to-Degree Completion policies.

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

Note on Endorsement, Licensure, or Certification

This program does not lead to an endorsement, certification, or licensure. 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.

The graduate degree program and coursework within the program in which you are enrolling may be accepted by many states toward upgrading or renewing a license or obtaining a salary increase (depending on state or district policy). Teachers are advised to contact their individual school districts as to whether this program may qualify for salary advancement. Walden enrollment specialists can provide guidance on program requirements; however, it remains the individual's responsibility to understand and comply with all state and school district requirements.

Certificate Requirements

- 15 total semester credits

Curriculum

EDUC 6005 - Foundations: Early Childhood Studies (3 semester credits) EDUC 6161 - Effective Programs and Practices* (3 semester credits)

- Students may take this as a non-degree course.

EDUC 6162 - Issues and Trends in the Early Childhood Field* (3 semester credits)

- Students may take this as a non-degree course.

EDUC 6765 - Early Childhood Systems* (3 semester credits)

- Students may take this as a non-degree course.

EDUC 6766 - Tools for Policymakers and Advocates* (3 semester credits)

- Students may take this as a non-degree course.

Course Sequence

The recommended course sequence is as follows:

Semester	Course	Credits
Semester 1	EDUC 6005 - Foundations: Early Childhood Studies	3 semester credits
	EDUC 6161 - Effective Programs and Practices	3 semester credits
Semester 2	EDUC 6162 - Issues and Trends in the Early Childhood Field	3 semester credits
	EDUC 6765 - Early Childhood Systems	3 semester credits
Semester 3	EDUC 6766 - Tools for Policymakers and Advocates	3 semester credits

Graduate Certificate in Elementary Reading and Literacy

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

*Walden University's Graduate Certificate in Elementary Reading and Literacy does not lead to certification or licensure in elementary reading and literacy. 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 an elementary reading and literacy teacher.

Note on Endorsement, Licensure, or Certification

This program does not lead to an endorsement, certification, or licensure. 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.

The graduate degree program and coursework within the program in which you are enrolling may be accepted by many states toward upgrading or renewing a license or obtaining a salary increase (depending on state or district policy). Teachers are advised to contact their individual school districts as to whether this program may qualify for salary advancement. Walden

enrollment specialists can provide guidance on program requirements; however, it remains the individual's responsibility to understand and comply with all state and school district requirements.

Certificate Requirements

- 15 total semester credits

Curriculum

READ 6705 - Reading and Literacy Today* (3 semester credits)

- Students may take this as a non-degree course.

READ 6706 - Literacy Development P-3* (3 semester credits)

- Students may take this as a non-degree course.

READ 6707 - Reading and Literacy Growth Grades 4-6* (3 semester credits)

- Students may take this as a non-degree course.

READ 6708 - Literacy in Culturally and Linguistically Diverse Classrooms* (3 semester credits)

- Students may take this as a non-degree course.

READ 6709 - Literacy in Academically Diverse Classrooms* (3 semester credits)

- Students may take this as a non-degree course.

Course Sequence

The recommended course sequence is as follows:

Semester	Course	Credits
Semester 1	READ 6705 - Reading and Literacy Today	3 semester credits
	READ 6706 - Literacy Development P-3	3 semester credits
Semester 2	READ 6707 - Reading and Literacy Growth Grades 4-6	3 semester credits
	READ 6708 - Literacy in Culturally and Linguistically Diverse Classrooms	3 semester credits
Semester 3	READ 6709 - Literacy in Academically Diverse Classrooms	3 semester credits

Graduate Certificate in Engaging Culturally Diverse Learners

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

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

Note on Endorsement, Licensure, or Certification

This program does not lead to an endorsement, certification, or licensure. 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.

The graduate degree program and coursework within the program in which you are enrolling may be accepted by many states toward upgrading or renewing a license or obtaining a salary increase (depending on state or district policy). Teachers are advised to contact their individual school districts as to whether this program may qualify for salary advancement. Walden enrollment specialists can provide guidance on program requirements; however, it remains the individual's responsibility to understand and comply with all state and school district requirements.

Certificate Requirements

- 12 total semester credits

Curriculum

EDUC 6650 - Enhancing Learning for Diverse Populations* (3 semester credits)

- Students may take this as a non-degree course.

EDUC 6657 - Creating an Effective Classroom Learning Environment* (3 semester credits)

- Students may take this as a non-degree course.

EDUC 6714 - Reaching and Engaging All Learners Through Technology* (3 semester credits)

- Students may take this as a non-degree course.

EDUC 6732 - Differentiated Instruction* (3 semester credits)

- Students may take this as a non-degree course.

Course Sequence

The recommended course sequence is as follows:

Semester	Course	Credits
Semester 1	EDUC 6650 - Enhancing Learning for Diverse Populations	3 semester credits
	EDUC 6732 - Differentiated Instruction	3 semester credits
Semester 2	EDUC 6714 - Reaching and Engaging All Learners Through Technology	3 semester credits
	EDUC 6657 - Creating an Effective Classroom Learning Environment	3 semester credits

Graduate Certificate in Enrollment Management and Institutional Marketing

The Certificate in Enrollment Management and Institutional Marketing can help educators explore the latest techniques to attract and retain students in accordance with their institution's mission. Educators develop comprehensive strategies and utilize a range of communication and marketing tools to promote their institution and reach students. Credits earned in this

certificate program may be applied toward Walden's MS in Higher Education with a specialization in Enrollment Management and Institutional Marketing.

Certificate Requirements

- 12 total semester credits

Curriculum

EDUC 6156 - Understanding Students: Learning, Development, and Diversity* (3 semester credits)

- Students may take this as a non-degree course.

EDUC 6755 - Principles of Marketing and Enrollment Management* (3 semester credits)

- Students may take this as a non-degree course.

EDUC 6756 - Emerging Trends in Marketing, Recruitment, and Institutional Promotion* (3 semester credits)

- Students may take this as a non-degree course.

EDUC 6761 - Globalization in Higher Education* (3 semester credits)

- Students may take this as a non-degree course.

Course Sequence

The recommended course sequence is as follows:

Semester	Course	Credits
Semester 1	EDUC 6156 - Understanding Students: Learning, Development, and Diversity	3 semester credits
	EDUC 6755 - Principles of Marketing and Enrollment Management	3 semester credits
Semester 2	EDUC 6756 - Emerging Trends in Marketing, Recruitment, and Institutional Promotion	3 semester credits
	EDUC 6761 - Globalization in Higher Education	3 semester credits

Graduate Certificate in Higher Education Leadership for Student Success

The Graduate Certificate in Higher Education Leadership for Student Success is intended to prepare educators to develop and lead higher education programs and services that can improve outcomes for an increasingly diverse student population. Learners examine the history and structure of the U.S. higher education system, as well as factors affecting student success, engagement, and retention.

Coursework explores fundamental principles of adult learning, best practices for student success, methodologies for meeting the needs of underprepared and first-generation higher education students, and strategies for leading the institutional changes necessary to improve student outcomes. This program is designed to prepare leaders who can help higher education institutions meet their students' needs more effectively and cost-efficiently. Learners can apply the credits they earn in this certificate program toward Walden's MS in Higher Education with a specialization in Leadership for Student Success.

Certificate Requirements

- 12 total semester credits

Curriculum

EDUC 6156 - Understanding Students: Learning, Development, and Diversity* (3 semester credits)

- Students may take this as a non-degree course.

EDUC 6263 - Best Practices for Student Success* (3 semester credits)

- Students may take this as a non-degree course.

EDUC 6751 - Creating Supportive Learning and Service Environments* (3 semester credits)

- Students may take this as a non-degree course.

EDUC 6752 - Leading Change in Student Support Programs* (3 semester credits)

- Students may take this as a non-degree course.

Course Sequence

Semester	Course	Credits
Semester 1	EDUC 6156 - Understanding Students: Learning, Development, and Diversity	3 semester credits
	EDUC 6263 - Best Practices for Student Success	3 semester credits

Semester	Course	Credits
Semester 2	EDUC 6751 - Creating Supportive Learning and Service Environments	3 semester credits
	EDUC 6752 - Leading Change in Student Support Programs	3 semester credits

Graduate Certificate in Integrating Technology in the Classroom

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

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

Note on Endorsement, Licensure, or Certification

This program does not lead to an endorsement, certification, or licensure. 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.

The graduate degree program and coursework within the program in which you are enrolling may be accepted by many states toward upgrading or renewing a license or obtaining a salary increase (depending on state or district policy). Teachers are advised to contact their individual school districts as to whether this program may qualify for salary advancement. Walden enrollment specialists can provide guidance on program requirements; however, it remains the individual's responsibility to understand and comply with all state and school district requirements.

Certificate Requirements

- 12 total semester credits

Curriculum

EDUC 6710 - Understanding the Impact of Technology on Education, Work, and Society* (3 semester credits)

- Students may take this as a non-degree course.

EDUC 6711 - Bridging Learning Theory, Instruction, and Technology* (3 semester credits)

- Students may take this as a non-degree course.

EDUC 6712 - Supporting Information Literacy and Online Inquiry in the Classroom* (3 semester credits)

- Students may take this as a non-degree course.

EDUC 6713 - Integrating Technology Across the Content Areas* (3 semester credits)

- Students may take this as a non-degree course.

Course Sequence

Semester	Course	Credits
Semester 1	EDUC 6710 - Understanding the Impact of Technology on Education, Work, and Society	3 semester credits

	EDUC 6711 - Bridging Learning Theory, Instruction, and Technology	3 semester credits
Semester 2	EDUC 6712 - Supporting Information Literacy and Online Inquiry in the Classroom	3 semester credits
	EDUC 6713 - Integrating Technology Across the Content Area	3 semester credits

Graduate Certificate in Mathematics 5-8

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

Note on Endorsement, Licensure, or Certification

This program does not lead to an endorsement, certification, or licensure. 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.

The graduate degree program and coursework within the program in which you are enrolling may be accepted by many states toward upgrading or renewing a license or obtaining a salary increase (depending on state or district policy). Teachers are advised to contact their individual school districts as to whether this program may qualify for salary advancement. Walden enrollment specialists can provide guidance on program requirements; however, it remains the individual's responsibility to understand and comply with all state and school district requirements.

Certificate Requirements

- 15 total semester credits

Curriculum

MATH 6551 - Understanding Number Systems and Operations* (3 semester credits)

- Students may take this as a non-degree course.

MATH 6552 - Geometric Thinking and Measurement* (3 semester credits)

- Students may take this as a non-degree course.

MATH 6553 - Algebraic Reasoning, Functions, and Equations* (3 semester credits)

- Students may take this as a non-degree course.

MATH 6554 - Data, Probability, and Statistical Reasoning (3 semester credits) MATH 6561 - Learning and Teaching Mathematics* (3 semester credits)

- Students may take this as a non-degree course.

Course Sequence

The course sequence for this specialization is dependent upon the student's Program of Study. Students work directly with their student success advisor to ensure the appropriate course sequence based on course availability.

Graduate Certificate in Mathematics K-6

This five-course certificate is designed for K-6 teachers who wish to deepen their own mathematical expertise as they expand their repertoire of instructional strategies and resources. Using the Common Core State Standards and the National Council of Teachers of Mathematics content and process standards as a framework, the focus of these courses is on preparing teachers to assess K-6 students' existing mathematical knowledge and skills, plan interventions, and engage students.

Course topics include practical strategies for teaching the base ten number system and operations; measurement, data, and geometric thinking; and rational numbers and proportional reasoning.

Note on Endorsement, Licensure, or Certification

This program does not lead to an endorsement, certification, or licensure. 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.

The graduate degree program and coursework within the program in which you are enrolling may be accepted by many states toward upgrading or renewing a license or obtaining a salary increase (depending on state or district policy). Teachers are advised to contact their individual school districts as to whether this program may qualify for salary advancement. Walden enrollment specialists can provide guidance on program requirements; however, it remains the individual's responsibility to understand and comply with all state and school district requirements.

Certificate Requirements

- 15 total semester credits

Curriculum

MATH 6561 - Learning and Teaching Mathematics* (3 semester credits)

- Students may take this as a non-degree course.

MATH 6562 - The Base Ten Number System and Operations: Addition/Subtraction* (3 semester credits)

- Students may take this as a non-degree course.

MATH 6563 - The Base Ten Number System and Operations: Multiplication/Division* (3 semester credits)

- Students may take this as a non-degree course.

MATH 6564 - Measurement, Data, and Geometric Thinking* (3 semester credits)

- Students may take this as a non-degree course.

MATH 6565 - Understanding Rational Numbers and Proportional Reasoning* (3 semester credits)

- Students may take this as a non-degree course.

Course Sequence

The course sequence for this specialization is dependent upon the student's Program of Study. Students work directly with their student success advisor to ensure the appropriate course sequence based on course availability.

Graduate Certificate in Online Teaching for Adult Educators

The Graduate Certificate in Online Teaching for Adult Educators prepares educators to design and deliver online courses and programs geared to adult learners. Grounded in adult learning theory, courses examine how to leverage new technologies to enhance the adult learning process; analyze, select, and design the online instructional strategies most effective for adult

learners; integrate course management tools and multimedia technologies into synchronous and asynchronous environments; and assess student learning in those environments.

Certificate Requirements

- 12 total semester credits

Curriculum

EDUC 6171 - Theories and Frameworks for Adult Learning* (3 semester credits)

- Students may take this as a non-degree course.

EDUC 6177 - Using Technology to Enhance Adult Learning* (3 semester credits)

- Students may take this as a non-degree course.

EDUC 6179 - Online Instructional Strategies for Adult Learners* (3 semester credits)

- Students may take this as a non-degree course.

EDUC 6180 -Assessments in Online Environments for Adult Learners* (3 semester credits)

- Students may take this as a non-degree course.

Course Sequence

The recommended course sequence is as follows:

Semester	Course	Credits
Semester 1	EDUC 6171 - Theories and Frameworks for Adult Learning	3 semester credits
	EDUC 6177 - Using Technology to Enhance Adult Learning	3 semester credits
Semester 2	EDUC 6179 - Online Instructional Strategies for Adult Learner	3 semester credits
	EDUC 6180 -Assessments in Online Environments for Adult Learners	3 semester credits

Graduate Certificate in Reading and Literacy K-12

This program is not currently accepting new students. Current students must complete their programs of study in accordance with Walden's Time-to-Degree Completion policies.

In this certificate program, students can develop the skills and experience needed to become effective reading and literacy educators, satisfy additional teaching requirements, or transition to a different focus in their career. Through an exploration of reading research, theories, and practices, they can gain an understanding of how to diagnose reading difficulties and assess solutions. The program blends subjects like theory, critical thinking, and promotion of literacy development. Upon completion of the certificate program, educators will be better equipped to support their students to apply literacy skills and effectively connect, interpret, and discern the intricacies of the English language.

Note on Endorsement, Licensure, or Certification

This program does not lead to an endorsement, certification, or licensure. 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.

The graduate degree program and coursework within the program in which you are enrolling may be accepted by many states toward upgrading or renewing a license or obtaining a salary increase (depending on state or district policy). Teachers are advised to contact their individual school districts as to whether this program may qualify for salary advancement. Walden enrollment specialists can provide guidance on program requirements; however, it remains the individual's responsibility to understand and comply with all state and school district requirements.

Certificate Requirements

- 12 total semester credits

Curriculum

EDUC 6631 - Foundations of Reading: Theory, Research, and Practice* (3 semester credits)

- Students may take this as a non-degree course.

EDUC 6632 -Assessment and Instruction to Promote Literacy Development* (3 semester credits)

- Students may take this as a non-degree course.

EDUC 6633 - Reading, Writing, and Critical Thinking in Content Disciplines* (3 semester credits)

- Students may take this as a non-degree course.

EDUC 6634 -Assessment and Intervention for Students With Reading Difficulties* (3 semester credits)

- Students may take this as a non-degree course.

Course Sequence

The recommended course sequence is as follows:

Semester	Course	Credits
Semester 1	EDUC 6631 - Foundations of Reading: Theory, Research, and Practice	3 semester credits
	EDUC 6632 - Assessment and Instruction to Promote Literacy Development	3 semester credits
Semester 2	EDUC 6633 - Reading, Writing, and Critical Thinking in Content Disciplines	3 semester credits
	EDUC 6634 - Assessment and Intervention for Students With Reading Difficulties	3 semester credits

Graduate Certificate in Science, Grades K-8

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

Note on Endorsement, Licensure, or Certification

This program does not lead to an endorsement, certification, or licensure. 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.

The graduate degree program and coursework within the program in which you are enrolling may be accepted by many states toward upgrading or renewing a license or obtaining a salary increase (depending on state or district policy). Teachers are advised to contact their individual school districts as to whether this program may qualify for salary advancement. Walden enrollment specialists can provide guidance on program requirements; however, it remains the individual's responsibility to understand and comply with all state and school district requirements.

Certificate Requirements

- 15 total semester credits

Curriculum

SCIE 6660 - The Nature of Science* (3 semester credits)

- Students may take this as a non-degree course.

SCIE 6661 - Exploring the Physical World* (3 semester credits)

- Students may take this as a non-degree course.

SCIE 6662 - Investigating the Living World* (3 semester credits)

- Students may take this as a non-degree course.

SCIE 6663 - Exploring the Earth and Beyond* (3 semester credits)

- Students may take this as a non-degree course.

SCIE 6664 - Looking Into the Future of Science and Education* (3 semester credits)

- Students may take this as a non-degree course.

Course Sequence

The course sequence for this specialization is dependent upon the student's Program of Study. Students work directly with their student success advisor to ensure the appropriate course sequence based on course availability.

Graduate Certificate in Special Education

The Graduate Certificate in Special Education prepares educators to develop effective literacy and behavioral interventions, differentiate instruction, and collaborate successfully to support diverse special needs students. Course topics include: research-based approaches to monitoring progress and designing and delivering standards-based instruction in the content areas; methods for identifying reading and writing disabilities and devising appropriate interventions; and advanced behavior assessment, management, and intervention practices. Courses emphasize the importance of professional collaboration in serving special needs students.

Note on Endorsement, Licensure, or Certification

This program does not lead to an endorsement, certification, or licensure. 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.

The graduate degree program and coursework within the program in which you are enrolling may be accepted by many states toward upgrading or renewing a license or obtaining a salary increase (depending on state or district policy). Teachers are advised to contact their individual school districts as to whether this program may qualify for salary advancement. Walden enrollment specialists can provide guidance on program requirements; however, it remains the individual's responsibility to understand and comply with all state and school district requirements.

Certificate Requirements

- 12 total semester credits

Curriculum

EDUC 6780 - Exploring Leadership, Collaboration, and Consultation* (3 semester credits)

- Students may take this as a non-degree course.

EDUC 6791 - Special Education: Honoring Due Process (Accelerating)* (3 semester credits)

- Students may take this as a non-degree course.

EDUC 6782 - Supporting Effective Evaluation and Assessment Practices (3 semester credits) EDUC 6784 - Adapting Instruction Using Evidence-Based Strategies (3 semester credits)

Course Sequence

The recommended course sequence is as follows:

Semester	Course	Credit
Semester 1	EDUC 6780 - Exploring Leadership, Collaboration, and Consultation	3 semester credits
	EDUC 6791 - Special Education: Honoring Due Process (Accelerating)	3 semester credits
Semester 2	EDUC 6782 - Supporting Effective Evaluation and Assessment Practices	3 semester credits
	EDUC 6784 - Adapting Instruction Using Evidence-Based Strategies	3 semester credits

Graduate Certificate in Teacher Leadership

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

Note on Endorsement, Licensure, or Certification

This program does not lead to an endorsement, certification, or licensure. 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.

The graduate degree program and coursework within the program in which you are enrolling may be accepted by many states toward upgrading or renewing a license or obtaining a salary increase (depending on state or district policy). Teachers are advised to contact their individual school districts as to whether this program may qualify for salary advancement. Walden enrollment specialists can provide guidance on program requirements; however, it remains the individual's responsibility to understand and comply with all state and school district requirements.

Certificate Requirements

- 12 total semester credits

Curriculum

EDUC 6647 - Dynamic Teacher Leadership* (3 semester credits)

- Students may take this as a non-degree course.

EDUC 6651 - Teacher Leadership in the Classroom: Increasing Learning and Achievement* (3 semester credits)

- Students may take this as a non-degree course.

EDUC 6655 - Teacher Leadership: Mentoring, Coaching, and Collaboration With Colleagues* (3 semester credits)

- Students may take this as a non-degree course.

EDUC 6659 - Teacher Leadership in Professional Learning Communities* (3 semester credits)

- Students may take this as a non-degree course.

Course Sequence

The recommended course sequence is as follows:

Semester	Course	Credits	
Semester 1	EDUC 6647 - Dynamic Teacher Leadership	3	cred
		semester	s
	EDUC 6651 - Teacher Leadership in the Classroom: Increasing Learning and Achievement	3	cred
		semester	s
Semester 2	EDUC 6655 - Teacher Leadership: Mentoring, Coaching, and Collaboration With Colleagues	3	cred
		semester	s
	EDUC 6659 - Teacher Leadership in Professional Learning Communities	3	cred
		semester	s

Graduate Certificate in Teaching and Diversity in Early Childhood Education

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

Note on Endorsement, Licensure, or Certification

This program does not lead to an endorsement, certification, or licensure. 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.

The graduate degree program and coursework within the program in which you are enrolling may be accepted by many states toward upgrading or renewing a license or obtaining a salary increase (depending on state or district policy). Teachers are advised to contact their individual school districts as to whether this program may qualify for salary advancement. Walden enrollment specialists can provide guidance on program requirements; however, it remains the individual's responsibility to understand and comply with all state and school district requirements.

Certificate Requirements

- 15 total semester credits

Curriculum

EDUC 6160 - Early Childhood Development (3 semester credits) EDUC 6161 - Effective Programs and Practices* (3 semester credits)

- Students may take this as a non-degree course.

EDUC 6164 - Perspectives on Diversity and Equity* (3 semester credits)

- Students may take this as a non-degree course.

EDUC 6357 - Diversity, Development, and Learning* (3 semester credits)

- Students may take this as a non-degree course.

EDUC 6358 - Strategies for Working With Diverse Children* (3 semester credits)

- Students may take this as a non-degree course.

Course Sequence

The recommended course sequence is as follows:

Semester	Course	Credits
Semester 1	EDUC 6160 - Early Childhood Development	3 semester credits

Graduate Certificate in Teaching English Language Learners

This program is not currently accepting new students. Current students must complete their program of study in accordance with Walden's Time-to-Degree Completion policies.

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

Note on Endorsement, Licensure, or Certification

This program does not lead to an endorsement, certification, or licensure. 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.

The graduate degree program and coursework within the program in which you are enrolling may be accepted by many states toward upgrading or renewing a license or obtaining a salary increase (depending on state or district policy). Teachers are advised to contact their individual school districts as to whether this program may qualify for salary advancement. Walden enrollment specialists can provide guidance on program requirements; however, it remains the individual's responsibility to understand and comply with all state and school district requirements.

Certificate Requirements

- 12 total semester credits

Curriculum

EDUC 6726 - Understanding the English Language Learner* (3 semester credits)

- Students may take this as a non-degree course.

EDUC 6727 - Strategies for Teaching English as a Second Language* (3 semester credits)

- Students may take this as a non-degree course.

EDUC 6728 - Strategies for Teaching Content to English-Language Learners* (3 semester credits)

- Students may take this as a non-degree course.

EDUC 6729 -Assessment and the English-Language Learner* (3 semester credits)

- Students may take this as a non-degree course.

Course Sequence

The recommended course sequence is as follows:

Semester	Course	Credits
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Semester 1	EDUC 6726 - Understanding the English Language Learner	3 semester credit
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This certificate prepares teachers to design and deliver online instruction that meets the diverse needs of learners today. Through the courses in this certificate, teachers study ways to create learning experiences that interest, engage, and motivate students. Teachers will be able to accurately assess the progress of learners, while also creating a sense of community where all interactions are meaningful, collaborative, safe, and ethical.

Certificate Requirements

- 12 total semester credits

Curriculum

EDUC 6570 - Distance Education* (3 semester credits)

- Students may take this as a non-degree course.

EDUC 6571 - Online Instruction* (3 semester credits)

- Students may take this as a non-degree course.

EDUC 6572 - Online Assessment* (3 semester credits)

- Students may take this as a non-degree course.

EDUC 6573 - Trends and Issues in K-12 Online Learning* (3 semester credits)

- Students may take this as a non-degree course.

Course Sequence

The recommended course sequence is as follows:

Semester	Course	Credits
Semester 1	EDUC 6570 - Distance Education	3 semester credits
	EDUC 6571 - Online Instruction	3 semester credits
Semester 2	EDUC 6572 - Online Assessment	3 semester credits
	EDUC 6573 - Trends and Issues in K-12 Online Learning	3 semester credits

Post-Baccalaureate Certificate in Instructional Design and Technology

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

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

Certificate Requirements

- 12 total semester credit hours

+ Specialization in Instructional Design

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

Certificate Curriculum (12 credits)

Note: Students take all courses in the sequence listed.

EDUC 6115 - Learning Theories and Instruction* (3 semester credits)

- Students may take this as a non-degree course.

EIDT 6100 - Instructional Design* (3 semester credits)

- Students may take this as a non-degree course.

EIDT 6110 -Advanced Instructional Design* (3 semester credits)

- Students may take this as a non-degree course.

EIDT 6121 - Multimedia Design and Development I (3 semester credits)

+ Specialization in Online Learning

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

Certificate Curriculum (12 semester credits)

Students work directly with their student success advisor to ensure the appropriate course sequence based on course availability.

EIDT 6100 - Instructional Design* (3 semester credits)

- Students may take this as a non-degree course.

EDUC 6135 - Distance Learning* (3 semester credits)

- Students may take this as a non-degree course.

EIDT 6510 - Online Instructional Strategies* (3 semester credits)

- Students may take this as a non-degree course.

EIDT 6511 -Assessments in Online Environments* (3 semester credits)

- Students may take this as a non-degree course.

+ Specialization in Training and Performance Improvement

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

Certificate Curriculum (12 credits)

Students work directly with their student success advisor to ensure the appropriate course sequence based on course availability.

EDUC 6115 - Learning Theories and Instruction* (3 semester credits)

- Students may take this as a non-degree course.

EIDT 6100 - Instructional Design* (3 semester credits)

- Students may take this as a non-degree course.

EIDT 6500 - Performance Improvement* (3 semester credits)

- Students may take this as a non-degree course.

EIDT 6501 - Training and Development* (3 semester credits)

- Students may take this as a non-degree course.

Additional Technology Requirements

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

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

Course Sequence

Semester	Course	Credits	
Semester 1	Core Course	3 semester	cred
	Certificate Course 1	3 semester	cred
Semester 2	Certificate Course 2	3 semester	cred
	Certificate Course 3	3 semester	cred

Post-Master's Certificate in Community College Leadership

This certificate is meant for community college leaders who want to refine their mission and become more knowledgeable on subjects such as academic transfer programs, workforce development, developmental education and remediation, and community service.

Certificate Courses

EDDD 8040 - The Community College-Historical Context and Critical Issues (5 credits)

EDDD 8041 - Transformational Leadership for Institutional Effectiveness in Community Colleges (5 credits)

EDDD 8042 - Contemporary Issues, Challenges, and Trends in Community Colleges (5 credits) EDDD 8043 - Promoting Student Development and Success in Community Colleges (5 credits)

Course Sequence

The recommended course sequence is as follows:

Quarter	Course	Credits
Quarter	EDDD 8040 - The Community College-Historical Context and Critical Issues	5 credits
Quarter	EDDD 8041 - Transformational Leadership for Institutional Effectiveness in Community Colleges	5 credits
Quarter	EDDD 8042 - Contemporary Issues, Challenges, and Trends in Community Colleges	5 credits
Quarter	EDDD 8043 - Promoting Student Development and Success in Community Colleges	5 credits

Post-Master's Certificate in Curriculum, Instruction, and Assessment

What aspects contribute to an effective curriculum? In this certificate, educators can focus on effectively designing, modifying, and evaluating curriculum and assessment practices using a systems approach. They will be equipped with skills like strategic planning, curriculum mapping, and program evaluation.

Note on Endorsement, Licensure, or Certification

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enrollment specialists can provide guidance on program requirements; however, it remains the individual's responsibility to understand and comply with all state and school district requirements.

Certificate Courses

EDDD 8050 - Curriculum, Instruction, and Assessment: A Systems Perspective (5 credits) EDDD 8051 - Data-Driven Instruction and Assessment (5 credits)

EDDD 8052 - Curriculum Design to Promote Social Change (5 credits) EDDD 8106 - Program Evaluation for Continuous Improvement (5 credits)

Post-Master's Certificate in Early Childhood Leadership

This certificate is meant for early childhood educators who want to impact the lives of their students. Throughout the program, educators will analyze topics including child development, family partnerships, and leadership. They will examine the quality of early childhood programs and policies and research strategies to promote positive outcomes.

Note on Endorsement, Licensure, or Certification

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The graduate degree program and coursework within the program in which you are enrolling may be accepted by many states toward upgrading or renewing a license or obtaining a salary increase (depending on state or district policy). Teachers are advised to contact their individual school districts as to whether this program may qualify for salary advancement. Walden enrollment specialists can provide guidance on program requirements; however, it remains the individual's responsibility to understand and comply with all state and school district requirements.

Certificate Courses

EDPD 8080 - Child Development in the Critical Early Years* (5 credits)

- Students may take this as a non-degree course.

EDPD 8081 - The Language/Literacy Continuum From Birth Through Age 8* (5 credits)

- Students may take this as a non-degree course.

EDPD 8082 - Meaningful Learning Experiences in Supportive Environments* (5 credits)

- Students may take this as a non-degree course.

EDPD 8083 - Evaluating and Leading Effective Early Childhood Programs (5 credits)

Post-Master's Certificate in Educational Policy, Leadership, and Management (P-20)

In this certificate program, educators gain the skills critical to managing and advancing change. The focus of the coursework is on political forces that shape the educational process and emphasize governance structures and their influences. Educators will engage in emerging theories of leadership and reflect on current challenges as they relate to education.

Note on Endorsement, Licensure, or Certification

This program does not lead to an endorsement, certification, or licensure. 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.

The graduate degree program and coursework within the program in which you are enrolling may be accepted by many states toward upgrading or renewing a license or obtaining a salary increase (depending on state or district policy). Teachers are advised to contact their individual school districts as to whether this program may qualify for salary advancement. Walden enrollment specialists can provide guidance on program requirements; however, it remains the individual's responsibility to understand and comply with all state and school district requirements.

Certificate Courses

EDPD 8040 - Governance and Politics of Education* (5 credits)

- Students may take this as a non-degree course.

EDPD 8046 - P-20 Education Law, Policy, and Governance (5 credits) EDPD 8043 - Policy Development and Implementation (5 credits)

EDPD 8044 - Leadership and Management for Change in Education* (5 credits)

- Students may take this as a non-degree course.

Post-Master's Certificate in Educational Technology

This Post-Master's Certificate in Educational Technology is designed for educators who want to effectively use digital media to improve learning in a variety of settings. The program combines theory with project-based courses that explore the latest trends and issues in educational technology, best practices for integrating technology to facilitate learning, and the application of instructional design principles across multidevice e-learning environments. Credits earned in this program may be applied toward Walden's EdS in Educational Technology program or PhD in Education program with a specialization in Educational Technology.

Note on Endorsement, Licensure, or Certification

This program does not lead to an endorsement, certification, or licensure. 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.

The graduate degree program and coursework within the program in which you are enrolling may be accepted by many states toward upgrading or renewing a license or obtaining a salary increase (depending on state or district policy). Teachers are advised to contact their individual school districts as to whether this program may qualify for salary advancement. Walden enrollment specialists can provide guidance on program requirements; however, it remains the individual's responsibility to understand and comply with all state and school district requirements.

Certificate Requirements

- 20 total quarter credit hours

Certificate Curriculum (20 cr.)

EDDD 8090 - Trends and Issues in Educational Technology (5 credits) EDDD 8103 - elearning (5 credits)

EDDD 8093 - Leading Change (5 credits)

EDDD 8107 - Designing Instruction for elearning (5 credits)

Course Sequence

The recommended course sequence is as follows:

Quarter	Course	Credits
Quarter	EDDD 8090 - Trends and Issues in Educational Technology	5 credits
Quarter 2	EDDD 8103 - elearning	5 credits

Quart	Course	Credits
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er Post-Master's Certificate in Higher Education and Adult Learning

This certificate program is designed for professionals who want to develop the knowledge and insight to design, develop, and lead successful adult learning programs. In this program, educators will examine adult learning theories, explore best practices for facilitating program planning and assessment, and cultivate leadership skills to effectively engage and motivate adult learners to create change.

Certificate Courses

EDDD 8020 - Contemporary Issues and Trends in Higher Education and Adult Learning (5 credits) EDDD 8021 - Understanding the Adult Learner (5 credits)

EDDD 8022 - Leadership of Higher Education Programs for Adult Learners (5 credits) EDDD 8023 - Program Planning and Assessment (5 credits)

Post-Master's Certificate in Higher Education Leadership and Management

In this certificate program, educators gain the leadership skills and knowledge of management principles needed to lead meaningful and sustainable change across their institution. The focus of the coursework is on the current policies and practices of today's changing higher education landscape, including managing resources, strategic planning, program evaluation, and leading institutional change.

Certificate Courses

EDDD 8030 - Higher Education in the 21st Century (5 credits)

EDDD 8031 - Leading and Managing Instructional Change (5 credits)

EDDD 8032 - Strategic Planning and Program Evaluation in Higher Education (5 credits) EDDD 8104 - Managing Resources in Higher Education (5 credits)

Post-Master's Certificate in Higher Education Leadership, Management, and Policy

What makes education successful? If you're intrigued by workflows, analyzing systems, and examining policies, then this certificate may be of interest. Gain the leadership and management skills required to address the needs of a dynamic, expanding, and changing higher education landscape.

Certificate Courses

EDPD 8030 - Higher Education in the 21st Century* (5 credits)

- Students may take this as a non-degree course.

EDPD 8031 - Leading and Managing Instructional Change* (5 credits)

- Students may take this as a non-degree course.

EDPD 8042 - Education Law, Policy, and Governance* (5 credits)

- Students may take this as a non-degree course.

EDPD 8033 - The Politics of Higher Education: Policy Development and Implementation (5 credits)

Course Sequence

Quarter	Course	Credits
Quarter 8030	EDDD - Higher Education in the 21st Century	5 credits
Quarter 8031	EDDD - Leading and Managing Instructional Change	5 credits
Quarter 8032	EDDD - Strategic Planning and Program Evaluation in Higher Education	5 credits
Quarter 8104	EDDD - Managing Resources in Higher Education	5 credits

Post-Master's Certificate in Online Teaching in Higher Education

In this certificate program, students develop the skills and experience to become effective online instructors in higher education. In this program, adult learning theory blends with pedagogical strategies to help students effectively engage, teach, and nurture adult learners in the online classroom. Through a series of four courses, students gain deeper insight into educating the adult learner, explore key principles for online instruction, examine the latest technologies, and participate in a simulated online classroom. Through their coursework, students also examines best practices for reaching diverse student populations within the higher education environment.

Completion Requirements (20 cr.)

- 20 total quarter credits

Certificate Courses

EDDD 8110 - The Art of Online Teaching (5 credits) EDDD 8021 - Understanding the Adult Learner (5 credits) EDDD 8103 - elearning (5 credits)

EDDD 8111 - Online Teaching Simulation (5 credits)

Course Sequence

This sequence represents the minimum time to completion. Time to completion will vary by student, depending on individual progress and credits transferred, if applicable. For a personalized estimate of your time to completion, call an enrollment specialist at 1-866-492-5336.

The recommended course sequence is as follows:

Quarter	Course	Credits
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Quarter 1	EDDD 8110 - The Art of Online Teaching (11 weeks)	5 credits
Quarter 2	EDDD 8021 - Understanding the Adult Learner	5 credits
Quarter 3	EDDD 8103 - eLearning	5 credits
Quarter 4	EDDD 8111 - Online Teaching Simulation	5 credits

Post-Master's Certificate in Organizational Research, Assessment, and Evaluation

Effective leaders never stop improving. The focus of this certificate is on fostering a culture of continuous development and iteration. In this program, educators will engage in hands-on applied experiences and utilize processes for rigorous research, assessment, and evaluation of complex organizational systems in an effort to effect positive change.

Certificate Courses

EDPD 8020 - A New Vision of Organizational Research, Assessment, and Evaluation* (5 credits)

- Students may take this as a non-degree course.

EDPD 8021 - Assessment, Evaluation, and Accountability: The Sociological, Political, and Economic Factors* (5 credits)

- Students may take this as a non-degree course.

EDPD 8023 - Evaluating and Improving Programs, Organizations, and Systems (5 credits) EDPD 8024 - Dynamics of Communication for Impact and Results (5 credits)

Course Sequence

The recommended course sequence is as follows:

Quarter	Course	Credits
Quarter	EDPD 8020 - A New Vision of Organizational Research, Assessment, and Evaluation	5 credits
Quarter	EDPD 8021 - Assessment, Evaluation, and Accountability: The Sociological, Political, and Economic Factors	5 credits
Quarter	EDPD 8023 - Evaluating and Improving Programs, Organizations, and Systems	5 credits
Quarter	EDPD 8024 - Dynamics of Communication for Impact and Results	5 credits

Post-Master's Certificate in Reading, Literacy, and Assessment

This certificate program is designed for educators who wish to influence positive growth in reading and literacy. Educators will gain expertise in the best practices in reading, literacy and assessment. In this program, they will learn how to promote the success of diverse learners, and focus on data analysis to support effective literacy programs.

Note on Endorsement, Licensure, or Certification

This program does not lead to an endorsement, certification, or licensure. 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.

The graduate degree program and coursework within the program in which you are enrolling may be accepted by many states toward upgrading or renewing a license or obtaining a salary increase (depending on state or district policy). Teachers are advised to contact their individual school districts as to whether this program may qualify for salary advancement. Walden enrollment specialists can provide guidance on program requirements; however, it remains the individual's responsibility to understand and comply with all state and school district requirements.

Certificate Courses

EDDD 8060 - Issues and Trends in Reading and Literacy* (5 credits)

- Students may take this as a non-degree course.

EDDD 8102 - Promoting the Success of Diverse Learners (5 credits)

EDDD 8061 -Assessment and Data Analysis to Support Effective Literacy Programs (5 credits)

EDDD 8062 - Collaborative Approach to Literacy Across the Content Areas (5 credits)

- Students may take this as a non-degree course.

EDUC 6729 -Assessment and the English-Language Learner* (3 semester credits)

- Students may take this as a non-degree course.

Course Sequence

The recommended course sequence is as follows:

Semester	Course	Credits
Semester 1	EDUC 6726 - Understanding the English Language Learner	3 semester credit
	EDUC 6727 - Strategies for Teaching English as a Second Language	3 semester credit
Semester 2	EDUC 6728 - Strategies for Teaching Content to English-Language Learners	3 semester credit

College of Health Sciences and Public Policy

Mission

The College of Health Sciences and Public Policy supports and develops a diverse group of scholar-practitioner professionals empowered to address the social determinants of health and positively impact social change.

Vision

The College of Health Sciences and Public Policy endeavors to improve equity and create healthy communities worldwide.

Programs

Bachelor Degree Programs

- BS in Health Studies
- BS in Public Health

Other Undergraduate Options

- Accelerate into Master's (AIM)
- Undergraduate Minors

Graduate Certificate Programs

- Graduate Certificate in Government Management
- Graduate Certificate in Homeland Security
- Graduate Certificate in Nonprofit Management
- Graduate Certificate in Public Health
- Graduate Certificate in Public Management and Leadership
- Graduate Certificate in Public Policy
- Graduate Certificate in Strategic Planning and Public Policy

Master's Degree Programs

- Master of Public Administration (MPA)
- Master of Public Health (MPH)
- MS in Nonprofit Management and Leadership

Doctoral Degree Programs

- Doctor of Public Administration (DPA)
- Doctor of Public Health (DrPH)
- PhD in Public Health
- PhD in Public Policy and Administration (PPA)

BS in Health Studies

Walden University's BS 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 services. Students will gain the knowledge base required to understand and anticipate the continuing changes in the health industry and prepare professionals to work within a variety of health settings.

Note: The BS in Health Studies program is offered in two different learning modalities: the course-based modality and the competency-based modality, Tempo Learning®.

Learning Outcomes

Roman numerals in parentheses at the end of each learning outcome indicate alignment to the Walden University outcomes.

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

1. Evaluate health and wellness promotion initiatives. (II, IV, V, VI)
2. Critically appraise the context and quality of healthcare delivery within and outside of the United States. (II, IV, V, VI)
3. Evaluate health-related research and research methods. (IV, V, VI)
4. Explain how a variety of factors (including behavioral theories, social and cultural factors and epidemiological principles) impact health. (II, IV, V, IX)
5. Assess public and global health issues across class, race, ethnicity and culture. (I, IV, V, VI, VIII, IX)
6. Demonstrate the skills needed to create effective health programs and services (inclusive of program planning, healthcare management and program evaluation). (II, III, IV, V, VI)
7. Demonstrate effective communication skills necessary to advance social change in health education and promotion. (I, II, VIII)

Course-Based Program

Degree Requirements

- 181 total quarter credit hours
- General education courses (46 credits)
- Core courses (55 credits)
- Concentration courses (0-25 credits, depending on concentration)
- Elective courses (50-75 credits, depending on concentration)
- Capstone course (5 credits)

Curriculum

General Education Courses (46 credits)

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

Note: A minimum of 60 quarter credits must be completed at the 3000 or 4000 level in order to meet program requirements. In some cases, this means that students will need to select 3000 or 4000 level courses as either general education or elective options. Students should consult their student success advisor if they have questions about individual program requirements.

First Term Course (6 credits)

HMNT 1001 - Living and Learning in the Technological World (6 credits)

Core Courses (55 credits)

HLTH 1000 - Concepts of Health Promotion* (5 credits)

- Students may take this as a non-degree course.

HLTH 1005 - Context of Healthcare Delivery* (5 credits)

- Students may take this as a non-degree course.

HLTH 2110- Behavioral and Cultural Issues in Healthcare* (5 credits)

- Students may take this as a non-degree course.

HLTH 2500 - Theories of Health Behavior (5 credits) HLTH 3115 - Public and Global Health* (5 credits)

- Students may take this as a non-degree course.

HLTH 4000 - Introduction to Healthcare Management* (5 credits)

- Students may take this as a non-degree course.

HLTH 4200 - Principles of Epidemiology (5 credits)

HLTH 4205 - Introduction to Research Methods and Analysis (5 credits) HLTH 4380 - Strategies for Health Communication and Wellness* (5 credits)

- Students may take this as a non-degree course.

PUBH 4030 - Planning Public Health Programs* (5 credits)

- Students may take this as a non-degree course.

PUBH 4100 - Evaluating Public Health Programs* (5 credits)

- Students may take this as a non-degree course.

Concentrations (0-25 credits, depending on concentration)

✦ BS in Health Studies (General Program)

Degree Requirements

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

Elective Courses (75 credits)

Choose 15 courses from the General Education, BS in Health Studies, or other Walden bachelor's degree programs.

Elective credits should total 75 to meet the program requirements. Students may also be eligible to transfer previous credit to meet their elective requirements.

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

Note: A minimum of 60 quarter credits must be completed at the 3000 or 4000 level to meet program requirements. In some cases, this means that students will need to select 3000- or 4000-level courses as either general education or elective options. Students should consult with their student success advisor if they have questions about individual program requirements.

+ Accelerate into Master's

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

The BS in Health Studies includes AIM as a concentration option.

Degree Requirements

- 181 total quarter credit hours
- General education (46 credits)
- Core courses (55 credits)
- Concentration courses (25 credits)
- Elective courses (50 credits)
- Capstone course (5 credits)

Concentration Curriculum

Concentration Courses (25 credits)

Students select a minimum of 10 credits of AIM courses from any AIM program along with courses from the BS in Health Studies program concentrations.

Elective Courses (50 credits)

See the General Education section of this Walden University Catalog.

Note: A minimum of 60 quarter credits must be completed at the 3000 or 4000 level in order to meet program requirements. In some cases, this means that students will need to select 3000- or 4000- level courses as either general education or elective options. Students should consult their student success advisor if they have questions about individual program requirements.

+ Concentration in Health Informatics (not currently accepting new students)

This program is not currently accepting new students. Current students must complete their programs of study in accordance with Walden's Time-to-Degree Completion policies.

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.

Degree Requirements

- 181 total quarter credit hours
- General education (46 credits)
- Core courses (55 credits)

- Concentration courses (30 credits)
- Elective courses (45 credits)
- Capstone course (5 credits)

Concentration Courses (30 credits)

BUSI 1002 - Introduction to Management* (5 credits)

- Students may take this as a non-degree course.

CMIS 4101 - Information Security and Privacy* (5 credits)

- Students may take this as a non-degree course.

CMIS 4302 - Patient Records Practice and Policy (5 credits)

CMIS 4303 - Healthcare Information Systems Applications (5 credits) **ITEC 1010 - IT Infrastructure** (5 credits)

ITEC 3020 - Information Assurance and Security (5 credits)

+ Concentration in Healthcare Management

The Healthcare Management concentration is ideal for those individuals who wish to develop fundamental management and leadership skills that translate to a variety of employment settings. The concentration integrates coursework in business administration, leadership, organizational theory and behavior, and healthcare management in order to prepare 21st-century health professionals who can lead effectively, reason critically, act ethically, and advance their professions, organizations, and communities.

Degree Requirements

- 181 total quarter credit hours
- General education (46 credits)
- Core courses (55 credits)
- Concentration courses (25 credits)
- Elective courses (50 credits)
- Capstone course (5 credits)

Concentration Courses (25 credits)

HLTH 2120 - Health Informatics* (5 credits)

- Students may take this as a non-degree course.

HLTH 3105 - Interprofessional Teamwork in Healthcare* (5 credits)

- Students may take this as a non-degree course.

HLTH 3110 - Current Issues in Healthcare Policy and Practice* (5 credits)

- Students may take this as a non-degree course.

HLTH 4100 - Healthcare Organization Theory and Behavior* (5 credits)

- Students may take this as a non-degree course.

HLTH 4520 - Healthcare Finance (5 credits)

Electives (50 credits)

Choose 10 courses from General Education, BS in Public Health, or other Walden bachelor's degree programs. Elective credits should total 50 to meet the program requirements. Students may also be eligible to transfer previous credit to meet their elective requirements.

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

Note: A minimum of 60 quarter credits must be completed at the 3000 or 4000 level to meet program requirements. In some cases, this means that students will need to select 3000- or 4000-level courses as either general education or elective options. Students should consult with their student success advisor if they have questions about individual program requirements.

+ Concentration in Health Promotion and Wellness

Rooted in the findings of the Healthy People 2020 study, the Health Promotion and Wellness concentration prepares students to educate individuals and communities on issues of health. Exploring the areas of nutrition, exercise, stress management, and mental health, coursework in this concentration examines how fundamental wellness principles affect overall health. The curriculum focuses on recent topics and trends of concern to professionals in the field today and helps students build knowledge that can be applied to careers across a wide range of industries.

Degree Requirements

- 181 total quarter credit hours
- General education (46 credits)
- Core courses (55 credits)
- Concentration courses (25 credits)
- Elective courses (50 credits)
- Capstone course (5 credits)

Concentration Courses (25 credits)

HLTH 4300 - Personal Health and Wellness* (5 credits)

- Students may take this as a non-degree course.

HLTH 4320 - Nutrition Across the Lifespan* (5 credits)

- Students may take this as a non-degree course.

HLTH 4340 - Fit and Well: Core Concepts in Exercise Science* (5 credits)

- Students may take this as a non-degree course.

HLTH 4360 - Stress Management and Wellness* (5 credits)

- Students may take this as a non-degree course.

PUBH 4000 - Public Health Education and Communication* (5 credits)

- Students may take this as a non-degree course.

Electives (50 credits)

Choose 10 courses from General Education, BS in Public Health, or other Walden bachelor's degree programs. Elective credits should total 50 to meet the program requirements. Students may also be eligible to transfer previous credit to meet their elective requirements.

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

Note: A minimum of 60 quarter credits must be completed at the 3000 or 4000 level to meet program requirements. In some cases, this means that students will need to select 3000- or 4000-level courses as either general education or elective options. Students should consult with their student success advisor if they have questions about individual program requirements.

Note on Certification

The BS in Health Studies concentration in Health Promotion and Wellness has been designed to reflect the Seven Areas of Responsibility for Health Educators outlined by the National Commission for Health Education Credentialing (NCHEC) to prepare students to sit for the national Certified Health Education Specialist (CHES) exam. Walden enrollment specialists can provide information relating to national certification exams; however, it remains the individual's responsibility to understand, evaluate, and comply with all requirements relating to national certification exams for the state in which he or she resides. Additionally, prospective students are advised if they choose to relocate to carefully review, evaluate, and understand the requirements of the applicable licensure board in the state in which they intend to relocate. Walden makes no representations or guarantee that completion of Walden coursework or programs will permit an individual to obtain national certification. For more information about the CHES exam, students should visit <http://www.nche.org>.

+ Concentration in Health Psychology and Behavior

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

Degree Requirements

- 181 total quarter credit hours
- General education (46 credits)
- Core courses (55 credits)
- Concentration courses (25 credits)
- Elective courses (50 credits)
- Capstone course (5 credits)

Concentration Courses (25 credits)

PSYC 2001 - Cross-Cultural Psychology* (5 credits)

- Students may take this as a non-degree course.

PSYC 2005 - Social Influences on Behavior* (5 credits)

- Students may take this as a non-degree course.

PSYC 2009 - Theories of Personality* (5 credits)

- Students may take this as a non-degree course.

PSYC 4006 - Global Perspectives in Psychology* (5 credits)

- Students may take this as a non-degree course.

PSYC 4014 - Health Psychology* (5 credits)

- Students may take this as a non-degree course.

Elective Courses (50 credits)

Choose 10 courses from General Education, BS in Public Health, or other Walden bachelor's degree programs. Elective credits should total 50 to meet the program requirements. Students may also be eligible to transfer previous credit to meet their elective requirements.

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

Note: A minimum of 60 quarter credits must be completed at the 3000 or 4000 level to meet program requirements. In some cases, this means that students will need to select 3000- or 4000-level courses as either general education or elective options. Students should consult with their student success advisor if they have questions about individual program requirements.

Electives (50-75 credits)

Students following a specific concentration are to select 10 additional courses to fulfill the elective requirement; students choosing the General Program select 15 additional courses. Students may choose courses from General Education, BS in Public Health, or other Walden bachelor's degree programs. Students may also be eligible to transfer previous credit to meet their elective requirements. These credits of electives are in addition to the 5-credit general education elective.

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

Capstone Course (5 credits)

HLTH 4900 - Capstone (5 credits)

Tempo Learning® Program

Tempo Learning® is Walden's competency-based education modality, an alternative way of earning a Walden degree offered for some Walden programs. Instead of courses, the Walden Tempo Learning® program is comprised of competencies and rigorous assessments. Students progress through the Tempo Learning® model by successfully passing competency assessments. A student must successfully achieve or master all competency assessments to graduate from the program.

Students earn the same Walden degree whether they choose the course-based or the competency-based modality.

Degree Requirements

- 180 total credits
- General education courses (45 credits)
- Core competencies (55 credits)
- Concentration courses (0 credits) **or**
 - Health Promotion and Wellness concentration (25 credits)
 - Healthcare Management concentration (25 credits)
- Elective courses (75 credits) **or**
 - Health Promotion and Wellness concentration (50 credits)
 - Healthcare Management concentration (50 credits)
- Capstone competencies (5 credits)

Curriculum

General Education Courses (45 credits)

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

Note: A minimum of 60 quarter credits must be completed at the 3000 or 4000 level in order to meet program requirements. In some cases, this means that students will need to select 3000 or 4000 level courses as either general

education or elective options. Students should consult their student success advisor if they have questions about individual program requirements.

Core Competencies (55 credits)

HLTH 1000 - Concepts of Health Promotion* (5 credits)

- CH1001 Health Promotion

Identify concepts relating to health promotion.

- CH1002 Dimensions of Wellness

Apply dimensions of wellness to personal health goals.

- CH1003 Health Literacy

Analyze the relationship between health literacy, health marketing, and consumer behavior.

- CH1004 Health Indicators

Analyze social determinants of health that impact health indicators.

- Students may take this as a non-degree course.

HLTH 1005 - Context of Healthcare Delivery* (5 credits)

- HD1001 Bills and Laws

Identify the key points of historical bills and laws in healthcare.

- HD1002 Healthcare Systems

Compare aspects of the U.S. healthcare system to other countries.

- HD1003 Vertical and Horizontal Integrated Systems Analyze the benefits and limitations of integrated systems.
- HD1004 Current Health Issues in the Workplace

Analyze the impact of current healthcare delivery issues.

- HD1005 Barriers to Care

Apply strategies to mitigate barriers of care.

- HD1006 Continuum of Care

Develop patient plans throughout the continuum of care.

- Students may take this as a non-degree course.

HLTH 2110 - Behavioral and Cultural Issues in Healthcare* (5 credits)

- BC2001 Health Disparities

Demonstrate understanding of health disparities.

- BC2002 Cultural Competence

Apply culturally competent practices when working with patients and other healthcare professionals.

- BC2003 Social Ecological Model

Apply the social ecological model to community health issues.

- BC2004 Health Disparity Programs

Evaluate intervention programs aimed at mitigating health disparities.

- BC2005 Advocacy

Advocate for changes to policies or programs that positively impact the health of vulnerable populations.

- Students may take this as a non-degree course.

HLTH 2500 -Theories of Health Behavior (5 credits)

- HB2001 Influences on Health Behavior

Analyze the influences of personal, social, and environmental factors on health behaviors.

- HB2002 Health Behavior Theories and Models

Describe key concepts associated with health behavior theories and models.

- HB2003 Changing Health Behaviors

Analyze theory-based strategies to change health behaviors.

- HB2004 Applying Health Behavior Theories and Models

Apply theories and models to the development of strategies that influence health behaviors in specific populations with health issues.

HLTH 3115- Public and Global Health* (5 credits)

- PG3001 Global Health Trends and Practices

Identify key influences on global health trends and practices.

- PG3002 Global Health Populations

Describe key public health populations and global health factors that affect diverse populations and cultures, as well as women and children.

- PG3003 Infectious Disease

Identify and describe infectious diseases and their modes of transmission.

- PG3004 Chronic Disease

Identify chronic diseases, such as heart disease, cancer, and diabetes, and their impact on global health trends.

- PG3005 Global Health Organizations and Strategies

Describe global health agencies, their roles, and the ways in which they support global public health.

- PG3006 The Future of Global Health

Recognize emerging trends in global public health as they relate to population growth, new technology, and ethical/legal considerations.

- PG3007 Apply Principles of Global Public Health

Recommend strategies to positively affect global public health in an identified population.

- Students may take this as a non-degree course.

HLTH 4000 - Introduction to Healthcare Management* (5 credits)

- HM4001 Manager vs. Leader

Differentiate the characteristics of managers and leaders.

- HM4002 Emotional Intelligence

Analyze the influence of emotional intelligence on leadership style.

- HM4003 Roles and Responsibilities

Delegate responsibilities within a healthcare management team.

- HM4004 Leadership Strategies

Apply leadership strategies to management scenarios.

- HM4005 Leadership Philosophy

Develop a personal leadership philosophy reflective of emotional intelligence and leadership style.

- Students may take this as a non-degree course.

HLTH 4200 - Principles of Epidemiology (5 credits)

- PE4001 Descriptive Epidemiology

Analyze the epidemiologic factors of disease related to person, place, and time.

- PE4002 Study Designs

Analyze study designs as they apply to the surveillance of diseases.

- PE4003 Role of the Epidemiologist

Analyze the role of the epidemiologist in informing scientific, ethical, economic, and political decisions within public health.

HLTH 4205 - Introduction to Research Methods and Analysis (5 credits)

- RM4001 Research Questions

Develop health-related research questions designed around the scientific method.

- RM4002 Literature Review

Evaluate peer-reviewed research surrounding health-related topics.

- RM4003 Research Design

Apply research design to health-related topics.

- RM4004 Ethics in Research

Apply ethical principles to health-related research.

- RM4005 Data Collection and Analysis

Apply data collection and analysis tools to health-related topics.

- RM4006 Presenting Your Proposal Present formal research proposals.

HLTH 4380 - Strategies for Health Communication and Wellness* (5 credits)

- CW4001 Key Characteristics of Health Communications

Analyze the components and processes of health communication.

- CW4002 Resource Evaluation Evaluate credible sources.

- CW4003 Health Behavior Theories

Apply health behavior theories and models to develop effective communications.

- CW4004 Designing Health Communications

Design targeted health communications for diverse and low literacy populations.

- CW4005 Emerging Technologies

Recommend technology-based strategies to communicate to diverse populations.

- CW4006 Social Marketing Plan Develop social marketing plans.

- Students may take this as a non-degree course.

PUBH 4030 - Planning Public Health Programs* (5 credits)

- PP4001 Community Needs Assessment

Justify the selection of public health problems within targeted communities.

- PP4002 Planning Models

Justify the selection of planning models to address chosen public health problems within targeted communities.

- PP4003 Mission, Goals, Objectives, and Strategies

Develop measurable goals, objectives, and intervention strategies to address chosen public health issues.

- PP4004 Implementation

Develop budgets, timelines, and marketing strategies for program plan implementation.

- PP4005 Program Proposal

Develop proposals to present program plans.

- Students may take this as a non-degree course. PUBH 4100 - Evaluating Public Health Programs* (5 credits)
- EV4001 Purposes of Program Evaluation

Analyze purposes of program evaluation and distinguish between types of evaluation.

- EV4002 Program Evaluation Steps

Apply the steps in designing and conducting program evaluations.

- EV4003 Program Evaluation Standards

Assess program evaluation criteria to meet standards.

- EV4004 Data Collection

Recommend valid data collection tools applicable to program evaluation plans.

- EV4005 Data Analysis and Reporting

Develop plans for data analysis and reporting evaluation results.

- Students may take this as a non-degree course.

Concentration Courses (0 or 25 credits)

These courses are dependent upon the particular concentration. Please see the course list on each concentration page.

+ Concentration in Healthcare Management

The Healthcare Management concentration is ideal for those individuals who wish to develop fundamental management and leadership skills that translate to a variety of employment settings. The concentration integrates coursework in business administration, leadership, organizational theory and behavior, and healthcare management in order to prepare 21st-century health professionals who can lead effectively, reason critically, act ethically, and advance their professions, organizations, and communities.

Concentration Competencies (25 credits)

HLTH 2120 - Health Informatics* (5 credits)

- HI2001 Introduction to Health Informatics

Analyze the breadth, depth, and importance of health informatics.

- HI2002 Threats and Security

Explain threats that impact informatics applications.

- H12003 Databases

Analyze how databases are used in healthcare.

- HI2004 Technological Tools

Investigate current and trending technologies in healthcare.

- Students may take this as a non-degree course.

HLTH 3105 - Interprofessional Teamwork in Healthcare* (5 credits)

- IH3001 Finding Your Role on the Team

Analyze the relationship between the roles of different team members.

- IH3002 Team Management Skills

Apply communication and conflict resolution skills in an interprofessional team.

- IH3003 Evaluation on a Team

Evaluate members of an interprofessional team.

- Students may take this as a non-degree course.

HLTH 3110 - Current Issues in Healthcare Policy and Practice* (5 credits)

- CI3001 Healthcare Delivery Models

Analyze changing delivery models in acute healthcare.

- CI3002 Long-Term Care Delivery Models

Evaluate quality, safety, and access of long-term care settings.

- CI3003 Health Issues and Policy

Evaluate U.S. health policies as they compare to policies in other countries.

- CI3004 Policy Impact

Analyze the impact of policy on healthcare.

- CI3005 Policy Development

Propose healthcare policy initiatives.

- Students may take this as a non-degree course.

HLTH 4100 - Healthcare Organization Theory and Behavior* (5 credits)

- HT4001 Organizational Structure and Culture Examine the structure of various organizations.

- HT4002 Leadership

Analyze the qualities of leadership.

- HT4003 Organizational Behavior Management

Apply management skills to organizational environments.

- HT4004 Workplace Motivation

Apply workplace motivation theories.

- HT4005 Organizational Change

Apply management strategies to foster positive organizational changes.

- Students may take this as a non-degree course. HLTH 4520 - Healthcare Finance (5 credits)

- HF4001 Introduction to Finance

Identify terms and concepts relating to healthcare finance.

- HF4002 Budget Analysis

Analyze the relationship between financial statements and the financial health of an organization.

- HF4003 Cost Analysis

Assess components and purposes of financial reports.

- HF4004 Business Plans and Proposals

Apply budgeting strategies to effectively manage healthcare operations.

+ Concentration in Health Promotion and Wellness

Rooted in the findings of the Healthy People 2020 study, the Health Promotion and Wellness concentration prepares students to educate individuals and communities on issues of health. Exploring the areas of nutrition, exercise, stress management, and mental health, coursework in this concentration examines how fundamental wellness principles affect overall health. The curriculum focuses on recent topics and trends of concern to professionals in the field today and helps students build knowledge that can be applied to careers across a wide range of industries.

Concentration Competencies (25 credits)

HLTH 4300 - Personal Health and Wellness* (5 credits)

- WE4001 The Dimensions of Health: An Overview

Identify how the dimensions of health relate to personal health and wellness.

- WE4002 Dimensions of Health: Physical and Environmental

Analyze the environmental and physical dimensions of health as they apply to personal health and wellness.

- WE4003 Dimensions of Health: Financial and Occupational

Analyze the financial and occupational dimensions of health as they apply to personal health and wellness.

- WE4004 Dimensions of Health: Emotional and Spiritual

Analyze the emotional and spiritual dimensions of health as they apply to personal health and wellness.

- WE4005 Dimensions of Health: Social and Intellectual

Analyze the social and intellectual dimensions of health as they apply to personal health and wellness.

- WE4006 Behavior Change Plan

Develop a behavior change plan to improve your own personal health and wellness.

- Students may take this as a non-degree course. HLTH 4320 - Nutrition Across the Lifespan* (5 credits)

- NU4001 Nutrition Guidelines

Evaluate the U.S. government's evidence-based nutrition guidelines.

- NU4002 Understanding Food Labels

Interpret food labels in order to improve personal nutrition for one's self and others.

- NU4003 Nutrition Facts and Myths

Distinguish between nutrition facts and myths in order to interpret misinformation that is commonly available.

- NU4004 Nutrition Across the Lifespan

Analyze nutritional needs during various stages of lifespan development.

- NU4005 Nutrition Advocacy

Advocate for people with nutrition-related health conditions or disorders, educating for disease prevention.

- NU4006 Improving Personal Nutrition

Recommend personal nutrition improvements based on diet analyses.

- Students may take this as a non-degree course.

HLTH 4340 - Fit and Well: Core Concepts in Exercise Science* (5 credits)

- FW4001 Personal Risk and Baseline Assessment Assess personal risk and baseline assessment.

- FW4002 Cardiorespiratory Health

Apply the F.I.T.T. principle to improve cardiorespiratory health.

- FW4003 Musculoskeletal Health

Apply the F.I.T.T. principle to improve musculoskeletal health.

- FW4004 Body Composition, Nutrition, and Weight Control

Analyze the relationship between nutrition, body composition, and personal perceptions about weight.

- FW4005 Impact of Environment on Injury Prevention

Analyze the impact of environmental factors on injury prevention strategies.

- FW4006 Lifetime Fitness and Wellness

Analyze the impact of environmental factors on injury prevention strategies.

- Students may take this as a non-degree course.

HLTH 4360 - Stress Management and Wellness* (5 credits)

- SM4001 Assessing Stress Level Assess personal stress level.
- SM4002 Theories of Stress Analyze theories of stress.
- SM4003 Sociology of Stress

Analyze the sociological stressors that affect populations.

- SM4004 Stress and Disease

Apply theoretical models of stress and disease to explain and manage disease.

- SM4005 Stress Management Techniques Evaluate stress management techniques.
- SM4006 Group Stress Management Programs

Develop group stress management programs for targeted populations in a community setting.

- Students may take this as a non-degree course.

PUBH 4000 - Public Health Education and Communication* (5 credits)

- PU4001 Introduction to Public Health Education

Identify key historical events and trends in the health education profession.

- PU4002 Philosophical Foundations

Analyze the role of professional organizations in public health advocacy.

- PU4003 Ethics in Professional Practice

Apply certification standards to a professional development plan.

- PU4004 Professional Development Plans Apply the Health Education Code of Ethics.
- PU4005 Communicating to Diverse Populations

Apply communication strategies for public health education.

- Students may take this as a non-degree course.

Electives (75 or 50 credits)

Students are to select 15 or 10 additional courses (based on their concentration) to fulfill the elective requirement.

Students may choose courses from either General Education, BS in Health Studies, or other Walden bachelor's degree programs. At least 30 credits must be at the 3000 level or higher.

Individual course prerequisites apply.

Capstone Competencies (5 credits)

HLTH 4900 - Capstone (5 credits)

- CS4001 Professional Standards

Analyze health knowledge as it applies to professional skills and responsibilities.

- CS4002 Professional Development

Apply communication skills related to professional development.

- CS4003 Annotated Bibliography

Evaluate evidence-based resources relating to selected health issues and professional standards.

- CS4004 Communication Skills

Apply communication skills to selected health issues and professional standards.

- CS4005 Social Change

Apply social change concepts to a selected health issue.

Note on Curriculum

In an effort to ensure competencies are kept up to date and relevant to meet the learning outcomes of the program, the number and subject matter of individual competencies needed to satisfy program course requirements may change. However, program outcomes and the number and subject matter of courses will not be impacted. As a result, the required competencies listed in a student's individual learning plan may differ from what is currently listed in the catalog.

BS in Public Health

From disaster relief to disease prevention and child-wellness programs, public health professionals facilitate the conditions for a healthy, productive, and safe society. Create a positive effect on local, national, or international communities with Walden's Bachelor of Science in Public Health.

The BS in Public Health degree may be the ideal tool to help you create meaningful social change in your community and in the world. This program helps prepare you to meet the growing need for formally trained, caring public health professionals who can address critical 21st-century global health challenges to improve the health of populations. Rooted in the principles and competencies of public health, the curriculum prepares students to translate and apply course content into practice. Students learn about a range of issues impacting population health and healthcare systems, including environmental health, disease prevention, global health, ethics, health management, and behavioral and cultural issues.

Choose to complete a *general* program of study (which allows students to apply transfer credit) or select a concentration to deepen the understanding of a pertinent area of public health. Gain "real world" experience by choosing to complete an optional service learning project, field experience, or study abroad opportunity. This program also provides a solid foundation for individuals who would like to pursue an advanced degree in public health, such as the Master of Public Health (MPH) or doctorate in public health.

Note: The BS in Public Health program is offered in two different learning modalities: the course-based modality and the competency-based modality, Tempo Learning®.

Note on Certification

The Health Promotion and Wellness concentration in the BS in Public Health program has been designed to reflect the Seven Areas of Responsibility for Health Educators outlined by the National Commission for Health Education Credentialing (NCHEC) to prepare students to sit for the national Certified Health Education Specialist (CHES) exam. Walden enrollment specialists can provide information relating to national certification exams; however, it remains the individual's responsibility to understand, evaluate, and comply with all requirements relating to national certification exams for the state in which he or she resides. Additionally, prospective students are advised if they choose to relocate to carefully review, evaluate, and understand the requirements of the applicable licensure board in the state in which they intend to relocate. Walden makes

no representations or guarantee that completion of Walden coursework or programs will permit an individual to obtain national certification. For more information about the CHES exam, students should visit www.nchec.org.

Learning Outcomes

Roman numerals in parentheses at the end of each learning outcome indicate alignment to the Walden University outcomes.

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

1. Explain the historical development and contemporary context of public health, including the infrastructure and organization of public health systems. (VI)
2. Critically examine the role of public health in protecting and promoting the health of populations locally and globally. (II, VI)
3. Analyze social, political, and economical issues, which impact public health and healthcare delivery systems within and outside of the United States. (I, IV)
4. Explain the biological effects of infections and chronic diseases on the human body.
5. Explain basic epidemiological principles used to study patterns of disease and injury among diverse populations.
6. Evaluate health-related research and research methods. (IV, V)
7. Analyze the theoretical models including how social, behavioral, cultural, and environmental factors impact behavior change. **(IX)**
8. Demonstrate the skills necessary to create effective public health programs and services (including program planning, healthcare management, and program evaluation). (II, III, IV, VI)
9. Analyze legal, regulatory, and ethical issues that impact public health practice. (VII)
10. Articulate how public health policy is developed and how individuals and groups influence policy change. (I, II, III, IV, IX)
11. Demonstrate effective communication and problem-solving skills necessary for addressing contemporary global public health issues and to promote social change. (I, IV, VI, VIII, X)

Course-Based Program

Degree Requirements

- 181 total quarter credits
- General education courses (46 credits)
- Core courses (80 credits)
- Concentration courses (0-25 credits, depending on concentration)
- Elective courses (25-50 credits, depending on concentration)
- Capstone course (5 credits)

Curriculum

General Education Courses (46 credits)

See the General Education 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 SOC/ 4080.

First Term Course (6 credits)

HMNT 1001 - Living and Learning in the Technological World (6 credits)

Core Courses (80 credits)

PUBH 1000 - Foundations of Public Health* (5 credits)

- Students may take this as a non-degree course.

HLTH 1005 - Context of Healthcare Delivery* (5 credits)

- Students may take this as a non-degree course.

HLTH 2110 - Behavioral and Cultural Issues in Healthcare* (5 credits)

- Students may take this as a non-degree course.

HLTH 2500 - Theories of Health Behavior (5 credits) PUBH 3000 - Environmental Health* (5 credits)

- Students may take this as a non-degree course.

PUBH 3100 - Human Disease and Prevention* (5 credits)

- Students may take this as a non-degree course.

HLTH 3100 - Ethical and Legal Issues in Healthcare* (5 credits)

- Students may take this as a non-degree course.

HLTH 3115 - Public and Global Health* (5 credits)

- Students may take this as a non-degree course.

PUBH 4000 - Public Health Education and Communication* (5 credits)

- Students may take this as a non-degree course.

HLTH 4000 - Introduction to Healthcare Management* (5 credits)

- Students may take this as a non-degree course.

PUBH 4030 - Planning Public Health Programs* (5 credits)

- Students may take this as a non-degree course.

PUBH 4100 - Evaluating Public Health Programs* (5 credits)

- Students may take this as a non-degree course.

PUBH 4200 - Public Health Policy for Social Change* (5 credits)

- Students may take this as a non-degree course.

HLTH 4200 - Principles of Epidemiology (5 credits)

HLTH 4205 - Introduction to Research Methods and Analysis (5 credits)

HLTH 4530 - Healthcare Economics From a Population Health Perspective (5 credits)

Capstone Courses (5 credits)

PUBH 4900 - Capstone in Public Health (5 credits)

Concentrations (0-25 credits)

+ BS in Public Health (General Program)

The General concentration is ideal for those students who want a broad view and grounding in a variety of health-related subject areas. Students may choose four to six courses from any of the courses offered in the School of Health Sciences or listed under the BS in Public Health concentrations below. Students may also petition to use alternate upper-division courses.

Degree Requirements

- 181 total quarter credits
- General education courses (46 credits)
- Core courses (80 credits)
- Elective courses (50 credits)
- Capstone course (5 credits)

Electives (50 credits)

Choose 10 courses from General Education general education, BS in Health Studies, or other Walden bachelor's degree programs. Elective credits should total 50 to meet the program requirements. Students may also be eligible to transfer previous credit to meet their elective requirements.

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

+ Accelerate into Master's

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

The BS in Public Health includes AIM as a concentration option.

Degree Requirements

- 181 total quarter credit hours
- General education courses (46 credits)
- Core courses (80 credits)
- Concentration courses (25 credits)
- Elective courses (25 credits)
- Capstone course (5 credits)

Concentration Curriculum

Concentration Courses (25 credits)

Students complete a minimum of 10 credits of AIM courses from any AIM program along with courses from the BS in Public Health program concentrations.

Elective Courses (25 credits)

Choose five courses from General Education, BS in Health Studies, or other Walden bachelor's degree programs. Elective credits should total 25 to meet the program requirements. Students may also be eligible to transfer previous credit to meet their elective requirements.

Note on Minors: Electives can also be used to complete a six-course minor. Although this program requires fewer than six elective courses, students have the option to complete a minor and graduate with more than the required number of credits for this program.

+ Concentration in Health Promotion and Wellness

The concentration in Health Promotion and Wellness prepares students to help raise health literacy among individuals and populations. Coursework, which is rooted in the findings of the Healthy People 2020 project, examines how factors such as nutrition, exercise, stress management, and mental health affect wellness and overall health. Students learn fundamental wellness principles and explore best practices for the design and development of effective health promotion strategies. By analyzing current issues and research in health and wellness, students build a body of knowledge that they can apply to a broad spectrum of health careers.

Degree Requirements

- 181 total quarter credit hours
- General education courses (46 credits)
- Core courses (80 credits)
- Concentration courses (25 credits)
- Elective courses (25 credits)
- Capstone course (5 credits)

Concentration Curriculum

Concentration Courses (25 credits)

HLTH 4300 - Personal Health and Wellness* (5 credits)

- Students may take this as a non-degree course.

HLTH 4320 - Nutrition Across the Lifespan* (5 credits)

- Students may take this as a non-degree course.

HLTH 4340 - Fit and Well: Core Concepts in Exercise Science* (5 credits)

- Students may take this as a non-degree course.

HLTH 4360 - Stress Management and Wellness* (5 credits)

- Students may take this as a non-degree course.

HLTH 4380 - Strategies for Health Communication and Wellness* (5 credits)

- Students may take this as a non-degree course.

Elective Courses (25 credits)

Choose five courses from General Education, BS in Health Studies, or other Walden bachelor's degree programs.

Elective credits should total 25 to meet the program requirements. Students may also be eligible to transfer previous credit to meet their elective requirements.

Note on Minors: Electives can also be used to complete a six-course minor. Although this program requires fewer than six elective courses, students have the option to complete a minor and graduate with more than the required number of credits for this program.

Note on Certification

The Health Promotion and Wellness concentration in the BS in Public Health program has been designed to reflect the Seven Areas of Responsibility for Health Educators outlined by the National Commission for Health Education Credentialing (NCHEC) to prepare students to sit for the national Certified Health Education Specialist (CHES) exam. Walden enrollment specialists can provide information relating to national certification exams; however, it remains the individual's responsibility to understand, evaluate, and comply with all requirements relating to national certification exams for the state in which he or she

resides. Additionally, prospective students are advised if they choose to relocate to carefully review, evaluate, and understand the requirements of the applicable licensure board in the state in which they intend to relocate. Walden makes no representations or guarantee that completion of Walden coursework or programs will permit an individual to obtain national certification. For more information about the CHES exam, students should visit www.nchec.org.

✦ Concentration in Health Psychology and Behavior

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

Degree Requirements

- 181 total quarter credit hours
- General education courses (46 credits)
- Core courses (80 credits)
- Concentration courses (25 credits)
- Elective courses (25 credits)
- Capstone course (5 credits)

Concentration Curriculum Concentration Courses (25 credits)

PSYC 2001 - Cross-Cultural Psychology* (5 credits)

- Students may take this as a non-degree course.

PSYC 2005 - Social Influences on Behavior* (5 credits)

- Students may take this as a non-degree course.

PSYC 2009 - Theories of Personality* (5 credits)

- Students may take this as a non-degree course.

PSYC 4006 - Global Perspectives in Psychology* (5 credits)

- Students may take this as a non-degree course.

PSYC 4014 - Health Psychology* (5 credits)

- Students may take this as a non-degree course.

Electives (25 credits)

Choose five courses from General Education, BS in Health Studies, or other Walden bachelor's degree programs.

Elective credits should total 25 to meet the program requirements. Students may also be eligible to transfer previous credit to meet their elective requirements.

Note on Minors: Electives can also be used to complete a six-course minor. Although this program requires fewer than six elective courses, students have the option to complete a minor and graduate with more than the required number of credits for this program.

✦ Concentration in Healthcare Management

The Healthcare Management concentration is ideal for those individuals who wish to develop fundamental management and leadership skills that translate to a variety of employment settings. The concentration integrates coursework in business

administration, leadership, organizational theory and behavior, and healthcare management to prepare 21st-century health professionals who can lead effectively, reason critically, act ethically, and advance their professions, organizations, and communities.

Degree Requirements

- 181 total quarter credit hours
- General education courses (46 credits)
- Core courses (80 credits)
- Concentration courses (25 credits)
- Elective courses (25 credits)
- Capstone course (5 credits)

Concentration Curriculum

Concentration Courses (25 credits)

HLTH 2120 - Health Informatics* (5 credits)

- Students may take this as a non-degree course.

HLTH 3105 - Interprofessional Teamwork in Healthcare* (5 credits)

- Students may take this as a non-degree course.

HLTH 3110 - Current Issues in Healthcare Policy and Practice* (5 credits)

- Students may take this as a non-degree course.

HLTH 4100 - Healthcare Organization Theory and Behavior* (5 credits)

- Students may take this as a non-degree course.

HLTH 4520 - Healthcare Finance (5 credits)

Electives (25 credits)

Choose five courses from General Education, BS in Health Studies, or other Walden bachelor's degree programs.

Elective credits should total 25 to meet the program requirements. Students may also be eligible to transfer previous credit to meet their elective requirements.

Note on Minors: Electives can also be used to complete a six-course minor. Although this program requires fewer than six elective courses, students have the option to complete a minor and graduate with more than the required number of credits for this program.

Tempo Learning® Program

Tempo Learning® is Walden's competency-based education modality, an alternative way of earning a Walden degree offered for some Walden programs. Instead of courses, the Walden Tempo Learning® program is comprised of competencies and rigorous assessments. Students progress through the Tempo Learning® model by successfully passing competency assessments. A student must successfully achieve or master all competency assessments to graduate from the program.

Students earn the same Walden degree whether they choose the course-based or the competency-based modality.

Degree Requirements

- 180 total credits
- General education courses (45 credits)
- Core competencies (80 credits)

- Concentration competencies (0 credits) **or**
 - Health Promotion and Wellness concentration (25 credits)
 - Healthcare Management concentration (25 credits)
- Elective courses (50 credits) **or**
 - Health Promotion and Wellness concentration (25 credits)
 - Healthcare Management concentration (25 credits)
- Capstone competencies (5 credits)

Curriculum

General Education Courses (45 credits)

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

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

Core Competencies (80 credits)

HLTH 1005 - Context of Healthcare Delivery* (5 credits)

- HD1001 Bills and Laws

Identify the key points of historical bills and laws in healthcare.

- HD1002 Healthcare Systems

Compare aspects of the U.S. healthcare system to other countries.

- HD1003 Vertical and Horizontal Integrated Systems Analyze the benefits and limitations of integrated systems.
- HD1004 Current Health Issues in the Workplace

Analyze the impact of current healthcare delivery issues.

- HD1005 Barriers to Care

Apply strategies to mitigate barriers of care.

- HD1006 Continuum of Care

Develop patient plans throughout the continuum of care.

- Students may take this as a non-degree course.

HLTH 2110 - Behavioral and Cultural Issues in Healthcare* (5 credits)

- BC2001 Health Disparities

Demonstrate understanding of health disparities.

- BC2002 Cultural Competence

Apply culturally competent practices when working with patients and other healthcare professionals.

- BC2003 Social Ecological Model

Apply the social ecological model to community health issues.

- BC2004 Health Disparity Programs

Evaluate intervention programs aimed at mitigating health disparities.

- BC2005 Advocacy

Advocate for changes to policies or programs that positively impact the health of vulnerable populations.

- Students may take this as a non-degree course.

HLTH 2500 -Theories of Health Behavior (5 credits)

- HB2001 Influences on Health Behavior

Analyze the influences of personal, social, and environmental factors on health behaviors.

- HB2002 Health Behavior Theories and Models

Describe key concepts associated with health behavior theories and models.

- HB2003 Changing Health Behaviors

Analyze theory-based strategies to change health behaviors.

- HB2004 Applying Health Behavior Theories and Models

Apply theories and models to the development of strategies that influence health behaviors in specific populations with health issues.

HLTH 3100 - Ethical and Legal Issues in Healthcare* (5 credits)

- EA3001 Ethical Decision-Making Models Apply ethical decision-making models.

- EA3002 Code of Ethics

Apply codes of ethics to health-related issues.

- EA3003 Legal Issues

Apply healthcare-related laws to healthcare settings.

- EA3004 Good Samaritan Laws

Synthesize information on Good Samaritan laws.

- EA3005 Informed Consent Apply informed consent criteria.

- EA3006 End of Life

Analyze the ethical and legal issues related to completed advanced directives.

- Students may take this as a non-degree course.

HLTH 3115 - Public and Global Health* (5 credits)

- PG3001 Global Health Trends and Practices

Identify key influences on global health trends and practices.

- PG3002 Global Health Populations

Describe key public health populations and global health factors that affect diverse populations and cultures, as well as women and children.

- PG3003 Infectious Disease

Identify and describe infectious diseases and their modes of transmission.

- PG3004 Chronic Disease

Identify chronic diseases, such as heart disease, cancer, and diabetes, and their impact on global health trends.

- PG3005 Global Health Organizations and Strategies

Describe global health agencies, their roles, and the ways in which they support global public health.

- PG3006 The Future of Global Health

Recognize emerging trends in global public health as they relate to population growth, new technology, and ethical/legal considerations.

- PG3007 Apply Principles of Global Public Health

Recommend strategies to positively affect global public health in an identified population.

- Students may take this as a non-degree course.

HLTH 4000 - Introduction to Healthcare Management* (5 credits)

- HM4001 Manager vs. Leader

Differentiate the characteristics of managers and leaders.

- HM4002 Emotional Intelligence

Analyze the influence of emotional intelligence on leadership style.

- HM4003 Roles and Responsibilities

Delegate responsibilities within a healthcare management team.

- HM4004 Leadership Strategies

Apply leadership strategies to management scenarios.

- HM4005 Leadership Philosophy

Develop a personal leadership philosophy reflective of emotional intelligence and leadership style.

- Students may take this as a non-degree course.

HLTH 4200 - Principles of Epidemiology (5 credits)

- PE4001 Descriptive Epidemiology

Analyze the epidemiologic factors of disease related to person, place, and time.

- PE4002 Study Designs

Analyze study designs as they apply to the surveillance of diseases.

- PE4003 Role of the Epidemiologist

Analyze the role of the epidemiologist in informing scientific, ethical, economic, and political decisions within public health.

HLTH 4205 - Introduction to Research Methods and Analysis (5 credits)

- RM4001 Research Questions

Develop health-related research questions designed around the scientific method.

- RM4002 Literature Review

Evaluate peer-reviewed research surrounding health-related topics.

- RM4003 Research Design

Apply research design to health-related topics.

- RM4004 Ethics in Research

Apply ethical principles to health-related research.

- RM4005 Data Collection and Analysis

Apply data collection and analysis tools to health-related topics.

- RM4006 Presenting Your Proposal Present formal research proposals.

HLTH 4530 - Healthcare Economics From a Population Health Perspective (5 credits)

- HH4001 Introduction to Economics

Identify concepts related to healthcare economics.

- HH4002 Health Insurance and Reimbursement

Analyze the economic impact of health insurance and reimbursement.

- HH4003 Economics of Population Health

Analyze the impact of social determinants of health.

PUBH 1000 - Foundations of Public Health* (5 credits)

- PF1001 Introduction to Public Health Identify concepts related to public health.
- PF1002 Professional Goals

Develop professional goals based on program learning outcomes.

- PF1003 Impact of Chronic Illness

Analyze the impact of chronic illness on communities.

- PF1004 Public Health Services

Analyze public health services and career opportunities.

- PF1005 Advocacy for Public Health Advocate for public health interests.
- Students may take this as a non-degree course.

PUBH 3000 - Environmental Health* (5 credits)

- EH3001 Introduction to Environmental Health

Analyze the impact of environmental factors on health.

- EH3002 Agents of Environmental Disease

Analyze the health effects of agents of environmental disease.

- EH3003 Environmental Policy

Explain local, national, and global environmental policies relating to air, food, water, and waste management.

- EH3004 Environmental Health Assessment

Apply findings from an environmental health assessment to home and workplace safety.

- Students may take this as a non-degree course.

PUBH 3100 - Human Disease and Prevention* (5 credits)

- DP3001 Public Health Trends

Analyze the impact of public health trends on disparities.

- DP3002 Biological Factors

Analyze how the impact of disease on the human body informs public health strategies.

- DP3003 Spread of Disease

Recommend public health strategies informed by the epidemiologic triangle and chain of infection.

- DP3004 Culture and Psychosocial Factors

Analyze the impact of culture and psychosocial factors on the incidence and prevalence of chronic disease.

- DP3005 Risk Factors Responsible for Infectious Diseases

Recommend strategies to address emerging and reemerging disease risk factors.

- DP3006 Modifiable Risk Factors

Recommend strategies to address modifiable risk factors aimed at preventing disease.

- Students may take this as a non-degree course.

PUBH 4000 - Public Health Education and Communication* (5 credits)

- PU4001 History and Trends

Identify key historical events and trends in the health education profession.

- PU4002 Professional Organizations

Analyze the role of professional organizations in public health advocacy.

- PU4003 Professional Development Plans

Apply certification standards to a professional development plan.

- PU4004 Codes of Ethics

Apply the Health Education Code of Ethics.

- PU4005 Communicating to Populations

Apply communication strategies for public health education.

- Students may take this as a non-degree course.

PUBH 4030 - Planning Public Health Programs* (5 credits)

- PP4001 Community Needs Assessment

Justify the selection of public health problems within targeted communities.

- PP4002 Planning Models

Justify the selection of planning models to address chosen public health problems within targeted communities.

- PP4003 Mission, Goals, Objectives, and Strategies

Develop measurable goals, objectives, and intervention strategies to address chosen public health issues.

- PP4004 Implementation

Develop budgets, timelines, and marketing strategies for program plan implementation.

- PP4005 Program Proposal

Develop proposals to present program plans.

- Students may take this as a non-degree course.

PUBH 4100 - Evaluating Public Health Programs* (5 credits)

- EV4001 Purposes of Program Evaluation

Analyze purposes of program evaluation and distinguish between types of evaluation.

- EV4002 Program Evaluation Steps

Apply the steps in designing and conducting program evaluations.

- EV4003 Program Evaluation Standards

Assess program evaluation criteria to meet standards.

- EV4004 Data Collection

Recommend valid data collection tools applicable to program evaluation plans.

- EV4005 Data Analysis and Reporting

Develop plans for data analysis and reporting evaluation results.

- Students may take this as a non-degree course.

PUBH 4200 - Public Health Policy for Social Change* (5 credits)

- SX4001 Introduction to the U.S. Government

Recognize the structure and function of the branches of the U.S. government.

- SX4002 Policy Development

Analyze the development of policy to address public health issues.

- SX4003 Legal and Ethical Ramifications of Policy

Analyze the legal and ethical ramifications of public health policy.

- SX4004 Critiquing Policy

Recommend amendments to public health policy.

- SX4005 Advocacy Skills

Develop advocacy plans for public health issues to affect positive social change.

- Students may take this as a non-degree course.

Concentration Competencies (0 or 25 credits)

These courses are dependent upon the particular concentration. Please see the course list on each concentration page.

+ Concentration in Healthcare Management

The Healthcare Management concentration is ideal for those individuals who wish to develop fundamental management and leadership skills that translate to a variety of employment settings. The concentration integrates coursework in business administration, leadership, organizational theory and behavior, and healthcare management to prepare 21st-century health professionals who can lead effectively, reason critically, act ethically, and advance their professions, organizations, and communities.

Concentration Competencies (25 credits)

HLTH 2120 - Health Informatics* (5 credits)

- HI2001 Introduction to Health Informatics

Analyze the breadth, depth, and importance of health informatics.

- HI2002 Threats and Security

Explain threats that impact informatics applications.

- HI2003 Databases

Analyze how databases are used in healthcare.

- HI2004 Technological Tools

Investigate current and trending technologies in healthcare.

- Students may take this as a non-degree course.

HLTH 3105 - Interprofessional Teamwork in Healthcare* (5 credits)

- IH3001 Finding Your Role on the Team

Analyze the relationship between the roles of different team members.

- IH3002 Team Management Skills

Apply communication and conflict resolution skills in an interprofessional team.

- IH3003 Evaluation on a Team

Evaluate members of an interprofessional team.

- Students may take this as a non-degree course.

HLTH 3110 - Current Issues in Healthcare Policy and Practice* (5 credits)

- CI3001 Healthcare Delivery Models

Analyze changing delivery models in acute healthcare.

- CI3002 Long-Term Care Delivery Models

Evaluate quality, safety, and access of long-term care settings.

- CI3003 Health Issues and Policy

Evaluate U.S. health policies as they compare to policies in other countries.

- CI3004 Policy Impact

Analyze the impact of policy on healthcare.

- CI3005 Policy Development

Propose healthcare policy initiatives.

- Students may take this as a non-degree course.

HLTH 4100 - Healthcare Organization Theory and Behavior* (5 credits)

- HT4001 Organizational Structure and Culture Examine the structure of various organizations.
- HT4002 Leadership

Analyze the qualities of leadership.

- **HT4003** Organizational Behavior Management

Apply management skills to organizational environments.

- **HT4004** Workplace Motivation

Apply workplace motivation theories.

- HT4005 Organizational Change

Apply management strategies to foster positive organizational changes.

- Students may take this as a non-degree course.

HLTH 4520 - Healthcare Finance (5 credits)

- HF4001 Introduction to Finance

Identify terms and concepts relating to healthcare finance.

- **HF4002** Budget Analysis

Analyze the relationship between financial statements and the financial health of an organization.

- **HF4003** Cost Analysis

Assess components and purposes of financial reports.

- HF4004 Business Plans and Proposals

Apply budgeting strategies to effectively manage healthcare operations.

+ Concentration in Health Promotion and Wellness

The concentration in Health Promotion and Wellness prepares students to help raise health literacy among individuals and populations. Coursework, which is rooted in the findings of the Healthy People 2020 project, examines how factors such as nutrition, exercise, stress management, and mental health affect wellness and overall health. Students learn fundamental wellness principles and explore best practices for the design and development of effective health promotion strategies. By analyzing current issues and research in health and wellness, students build a body of knowledge that they can apply to a broad spectrum of health careers.

Concentration Competencies (25 credits)

HLTH 4300 - Personal Health and Wellness* (5 credits)

- WE4001 The Dimensions of Health: An Overview

Identify how the dimensions of health relate to personal health and wellness.

- WE4002 Dimensions of Health: Physical and Environmental

Analyze the environmental and physical dimensions of health as they apply to personal health and wellness.

- WE4003 Dimensions of Health: Financial and Occupational

Analyze the financial and occupational dimensions of health as they apply to personal health and wellness.

- WE4004 Dimensions of Health: Emotional and Spiritual

Analyze the emotional and spiritual dimensions of health as they apply to personal health and wellness.

- WE4005 Dimensions of Health: Social and Intellectual

Analyze the social and intellectual dimensions of health as they apply to personal health and wellness.

- WE4006 Behavior Change Plan

Develop a behavior change plan to improve your own personal health and wellness.

- Students may take this as a non-degree course.

HLTH 4320 - Nutrition Across the Lifespan* (5 credits)

- NU4001 Nutrition Guidelines

Evaluate the U.S. government's evidence-based nutrition guidelines.

- NU4002 Understanding Food Labels

Interpret food labels in order to improve personal nutrition for one's self and others.

- NU4003 Nutrition Facts and Myths

Distinguish between nutrition facts and myths in order to interpret misinformation that is commonly available.

- NU4004 Nutrition Across the Lifespan

Analyze nutritional needs during various stages of lifespan development.

- NU4005 Nutrition Advocacy

Advocate for people with nutrition-related health conditions or disorders, educating for disease prevention.

- NU4006 Improving Personal Nutrition

Recommend personal nutrition improvements based on diet analyses.

- Students may take this as a non-degree course.

HLTH 4340 - Fit and Well: Core Concepts in Exercise Science* (5 credits)

- FW4001 Personal Risk and Baseline Assessment Assess personal risk and baseline assessment.

- FW4002 Cardiorespiratory Health

Apply the F.I.T.T. principle to improve cardiorespiratory health.

- FW4003 Musculoskeletal Health

Apply the F.I.T.T. principle to improve musculoskeletal health.

- FW4004 Body Composition, Nutrition, and Weight Control

Analyze the relationship between nutrition, body composition, and personal perceptions about weight.

- FW4005 Impact of Environment on Injury Prevention

Analyze the impact of environmental factors on injury prevention strategies.

- FW4006 Lifetime Fitness and Wellness

Analyze the impact of environmental factors on injury prevention strategies.

- Students may take this as a non-degree course.

HLTH 4360 - Stress Management and Wellness* (5 credits)

- SM4001 Assessing Stress Level Assess personal stress level.
- SM4002 Theories of Stress Analyze theories of stress.
- SM4003 Sociology of Stress

Analyze the sociological stressors that affect populations.

- SM4004 Stress and Disease

Apply theoretical models of stress and disease to explain and manage disease.

- SM4005 Stress Management Techniques Evaluate stress management techniques.
- SM4006 Group Stress Management Programs

Develop group stress management programs for targeted populations in a community setting.

- Students may take this as a non-degree course.

HLTH 4380 - Strategies for Health Communication and Wellness* (5 credits)

- CW4001 Key Characteristics of Health Communications

Analyze the components and processes of health communication.

- CW4002 Resource Evaluation Evaluate credible sources.
- CW4003 Health Behavior Theories

Apply health behavior theories and models to develop effective communications.

- CW4004 Designing Health Communications

Design targeted health communications for diverse and low literacy populations.

- CW4005 Emerging Technologies

Recommend technology-based strategies to communicate to diverse populations.

- CW4006 Social Marketing Plan Develop social marketing plans.
- Students may take this as a non-degree course.

Electives (50 or 25 credits)

Students choosing the competency-based program are to select 10 or five additional courses (based on their concentration) to fulfill the elective requirement. Students may choose courses from General Education, BS in Health Studies, or other Walden bachelor's degree programs. Elective credits should total 50 or 25 to meet the program requirements. Students may also be eligible to transfer previous credit to meet their elective requirements.

Capstone Competencies (5 credits)

PUBH 4900 - Capstone in Public Health (5 credits)

- CS4001 Professional Standards

Analyze health knowledge as it applies to professional skills and responsibilities.

- CS4002 Professional Development

Apply communication skills related to professional development.

- CS4003 Annotated Bibliography

Evaluate evidence-based resources relating to selected health issues and professional standards.

- CS4004 Communication Skills

Apply communication skills to selected health issues and professional standards.

- CS4005 Social Change

Apply social change concepts to a selected health issue.

Note on Curriculum

In an effort to ensure competencies are kept up to date and relevant to meet the learning outcomes of the program, the number and subject matter of individual competencies needed to satisfy program course requirements may change. However, program outcomes and the number and subject matter of courses will not be impacted. As a result, the required competencies listed in a student's individual learning plan may differ from what is currently listed in the catalog.

Graduate Certificate in Government Management

Students who complete this certificate program learn public service management and leadership skills while exploring public management career opportunities.

Students must meet the master's program admission requirements. Credit from courses taken for a certificate can be applied toward the Master of Public Administration or the MS 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 *D-* is not acceptable.

Certificate Requirements

- 18 total quarter credits
- Foundation course (3 credits)
- Core courses (15 credits)

Curriculum

Foundation Course (3 credits)

MMPA 6116 - Foundations of Graduate Study (3 credits)

Certificate Courses (15 credits)

MMPA 6200 - Principles of Public Administration* (5 credits)

- Students may take this as a non-degree course.

MMPA 6420 - Organizational Management and Leadership* (5 credits)

- Students may take this as a non-degree course.

MMPA 6451 - Public Policy Analysis* (5 credits)

- Students may take this as a non-degree course.

Course Sequence

The recommended course sequence is as follows:

Quarter	Course	Credits
Quarter 1	MMPA 6116 - Foundations of Graduate Study	3 credits
	MMPA 6200 - Principles of Public Administration	5 credits
Quarter 2	MMPA 6420 - Organizational Management and Leadership	5 credits

6420 -

MMPA

Public Policy Analysis

5 credits

6451 -

Graduate Certificate in Homeland Security

With this certificate program, students can enhance their skills to provide leadership and effectively develop and implement emergency-response strategies. Students will learn to be prepared when critical incidents occur to implement policies that protect individual safety without compromising individual rights and freedoms.

Students must meet the master's program admission requirements. Credit from courses taken for a certificate can be applied toward the Master of Public Administration or the MS 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 8- is not acceptable.

Certificate Requirements

- 18 total quarter credits
- Foundation course (3 credits)
- Core courses (15 credits)

Curriculum

Foundation Course (3 credits)

MMPA 6116 - Foundations of Graduate Study (3 credits)

Certificate Courses (15 credits)

MMPA 6830 - Current Issues in Homeland Security (5 credits) MMPA 6831 - Critical Incident Leadership and Planning (5 credits) MMPA 6832 - Terrorism: Legislation and Policy (5 credits)

Course Sequence

The recommended course sequence is as follows:

Quarter	Course	Credits
Quarter 1	MMPA 6116 - Foundations of Graduate Study	3 credits
	MMPA 6830 - Current Issues in Homeland Security	5 credits
Quarter 2	MMPA 6831 - Critical Incident Leadership and Planning	5 credits
	MMPA 6832 - Terrorism: Legislation and Policy	5 credits

Graduate Certificate in Nonprofit Management

This certificate program provides students with essential foundational concepts and principles related to nonprofit budget, finance, resource development, and strategic planning. Students learn nonprofit management and leadership skills while exploring career opportunities in the nonprofit sector.

Students must meet the master's program admission requirements. Credit from courses taken for a certificate can be applied toward the Master of Public Administration or the MS 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 8 or better in each course.

Note: A grade of 8- is not acceptable.

Certificate Requirements

- 18 total quarter credits
- Foundation course (3 credits)
- Core courses (15 credits)

Curriculum

Foundation Course (3 credits)

NPMG 6116 - Foundations of Graduate Study (3 credits)

Certificate Courses (15 credits)

NPMG 6200 - Introduction to the Nonprofit Sector* (5 credits)

- Students may take this as a non-degree course.

NPMG 6451 - Board Governance and Volunteer Management* (5 credits)

- Students may take this as a non-degree course.

NPMG 6461 - Resource Development* (5 credits)

- Students may take this as a non-degree course.

Course Sequence

The recommended course sequence is as follows:

Quarter	Course	Credits
Quarter 1	NPMG 6116 - Foundations of Graduate Study	3 credits
	NPMG 6200 - Introduction to the Nonprofit Sector	5 credits
Quarter 2	NPMG 6451 - Board Governance and Volunteer Management	5 credits
	NPMG 6461 - Resource Development	5 credits

Graduate Certificate in Public Health

This certificate program allows you to gain skills to improve the well-being of people in their community and around the globe. You can explore public health perspectives, interpret data, and examine environmental health concerns. The coursework is developed in alignment with national standards. You can focus on fundamental principles and practices in public health: biostatistics, epidemiology, environmental health, public health administration, and social/behavioral sciences. All credits earned from this certificate can be applied toward Walden's Master of Public Health (MPH) program.

Certificate Requirements

- 31 total quarter credits

Curriculum

PUBH 6005 - Perspectives on Health and the Developing Scholar-Practitioner (5 credits) PUBH 6031 - Public Health Administration and Leadership* (5 credits)

- Students may take this as a non-degree course.

PUBH 6032 - SPSS Revealed* (1 credits)

- Students may take this as a non-degree course.

PUBH 6033 - Interpretation and Application of Public Health Data* (5 credits)

- Students may take this as a non-degree course.

PUBH 6034 - Environmental Health: Local to Global* (5 credits)

- Students may take this as a non-degree course.

PUBH 6035 - Epidemiology: Decoding the Science of Public Health* (5 credits)

- Students may take this as a non-degree course.

PUBH 6038 - Health Behavior Theory* (5 credits)

- Students may take this as a non-degree course.

Course Sequence

The recommended course sequence is as follows:

Quarter	Course	Credits
Quarter 1	PUBH 6005 -	5 credits
Perspectives on Health and the Developing Scholar-Practitioner*		

Quarter	Course	Credits
Quarter 2	PUBH 6038 - Health Behavior Theory	5 credits
	PUBH 6032 - SPSS Revealed	1 credits
Quarter 3	PUBH 6033 - Interpretation and Application of Public Health Data	5 credits
	PUBH 6031 - Public Health Administration and Leadership	5 credits
Quarter 4	PUBH 6035 - Epidemiology: Decoding the Science of Public Health	5 credits
	PUBH 6034 - Environmental Health: Local to Global	5 credits

*Students who complete the Graduate Certificate in Public Health and wish to enroll in the MPH program, must earn a C or better in PUBH 6005. Students who do not complete the certificate, must earn a B or better in PUBH 6005 if they wish to transfer the course into the MPH program.

Note on Accreditation

The Council on Education for Public Health (CEPH) Board of Councilors acted at its September 6, 2019, meeting to accredit the Master of Public Health (MPH) Program at Walden University for a five-year term, based on an application for accreditation submitted on May 3, 2018. On June 5, 2020, the CEPH Board of Councilors accredited the Doctor of Public Health program, after reviewing an accreditation application submitted on April 21, 2020. CEPH is an organization recognized by the U.S. Department of Education to accredit schools of public health and programs of public health. The CEPH accreditation ensures that the program has been evaluated and met accepted public health profession standards in practice, research, and service. For a copy of the final self-study document and/or final accreditation report, please contact the dean of the School of Health Sciences (adchshealth@mail.waldenu.edu).

Note on Certification

The National Board of Public Health Examiners (NBPHE) offers the Certified in Public Health (CPH) credential as a voluntary core credential for public health professionals. As the eligibility criteria may change periodically, students should visit <https://www.nbphe.org/eligibility> for more information about certification in public health. It is the individual's responsibility to understand, evaluate, and comply with all requirements relating to national certification. Walden makes no representations or guarantees that completion of Walden coursework or programs will permit an individual to obtain national certification or practice as a public health professional in the state where they intend to practice.

Graduate Certificate in Public Management and Leadership

Students will prepare to improve the effectiveness and efficiency of their organizations with this certificate. They will explore how transformative change occurs in complex public systems and will study how to use the language of leadership to shape policy as they motivate, inspire, and lead their organization.

Students must meet the master's program admission requirements. Credit from courses taken for a certificate can be applied toward the Master of Public Administration or the MS in Nonprofit Management and Leadership.

Students must show progress and maintain performance in a manner identical to a degree program. Students track their progress in their program of study, similar to degree-seeking students. Students must receive a B or better in each course.

Note: A grade of B- is not acceptable.

Certificate Requirements

- 18 total quarter credits
- Foundation course (3 credits)
- Core courses (15 credits)

Curriculum

Foundation Course (3 credits)

MMPA 6116 - Foundations of Graduate Study (3 credits)

Certificate Courses (15 credits)

MMPA 6390 - Strategic Context of Public Management and Leadership (5 credits) MMPA 6392 - The Language of Leadership (5 credits)

MMPA 6542 - Transformative Change in a Shared-Power World (5 credits)

Course Sequence

The recommended course sequence is as follows:

Quarter	Course	Credits
Quarter 1	MMPA 6116 - Foundations of Graduate Study	3 credits
	MMPA 6390 - Strategic Context of Public Management and Leadership	5 credits
Quarter 2	MMPA 6542 - Transformative Change in a Shared-Power World	5 credits
	MMPA 6392 - The Language of Leadership	5 credits

Graduate Certificate in Public Policy

This certificate program helps students improve their ability to create and evaluate policies that engage citizens and contribute positively to society. Designed for public and nonprofit administrators who are intimately involved in both executive and legislative board policy and decision-making, the certificate can help students develop the foundational skills and knowledge required to create and assess the financial implications of forward-thinking policy.

Students must meet the master's program admission requirements. Credit from courses taken for a certificate can be applied toward the Master of Public Administration or the MS 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 8- is not acceptable.

Certificate Requirements

- 18 total quarter credits
- Foundation course (3 credits)
- Core courses (15 credits)

Curriculum

Foundation Course (3 credits)

MMPA 6116 - Foundations of Graduate Study (3 credits)

Certificate Courses (15 credits)

MMPA 6380 - Policy and Politics in American Political Institutions (5 credits) MMPA 6381 - Public Policy and Evaluation
(5 credits)

MMPA 6382 - Public Policy and Finance* (5 credits)

- Students may take this as a non-degree course.

Course Sequence

The recommended course sequence is as follows:

Quarter	Course	Credits
Quarter 1	MMPA 6116 - Foundations of Graduate Study	3 credits
	MMPA 6380 - Policy and Politics in American Political Institutions	5 credits
Quarter 2	MMPA 6381 - Public Policy and Evaluation	5 credits
	MMPA 6382 - Public Policy and Finance	5 credits

Graduate Certificate in Strategic Planning and Public Policy

In this certificate program, students will enrich their understanding of how public policy is created and implemented. Designed for emerging leaders in law enforcement, corrections, and probation and parole, the certificate will give students the opportunity to study how to develop effective strategic plans that can further their organization's mission and vision and adhere to federal, state, and local policies.

Students must meet the master's program admission requirements. Credit from courses taken for a certificate can be applied toward the Master of Public Administration or the MS in Nonprofit Management and Leadership.

Students must show progress and maintain performance in a manner identical to a degree program. Students track their progress in their program of study, similar to degree-seeking students. Students must receive a *B* or better in each course.

Note: A grade of *B-* is not acceptable.

Certificate Requirements

- 18 total quarter credits
- Foundation course (3 credits)
- Core courses (15 credits)

Curriculum

Foundation Course (3 credits)

MMPA 6116 - Foundations of Graduate Study (3 credits)

Certificate Courses (15 credits)

MMPA 6381 - Public Policy and Evaluation (5 credits) MMPA 6451 - Public Policy Analysis* (5 credits)

- Students may take this as a non-degree course.

MMPA 6465 - Strategic Planning: Collaboration, Cooperation, and Coordination* (5 credits)

- Students may take this as a non-degree course.

Course Sequence

The recommended course sequence is as follows:

Quarter	Course	Credits
Quarter 1	MMPA 6116 - Foundations of Graduate Study	3 credits
	MMPA 6381 - Public Policy and Evaluation	5 credits

6381 -			
Quarter 2	MMPA	Public Policy Analysis	5 credits
6451 -			
	MMPA	Strategic Planning: Collaboration, Cooperation, and	5 credits
6465 -			
	Coordi	ation	

Master of Public Administration (MPA)

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

Learning Outcomes

At the end of the program, students will be able to:

1. Describe key leadership concepts and theories that can be used to effectively lead and manage in the public sector.
2. Determine appropriate skills needed for participating in and contributing to public and nonprofit policy processes.
3. Critically evaluate strategies for resolving public policy and administration problems in a global economic and political environment.
4. Develop ethical solutions to advance and improve the lives of citizens and organizations.
5. Apply models that represent best practices in utilizing diverse perspectives in local, state, national, and international public agencies.

Degree Requirements

- 48 total quarter credits
- Foundation course (3 credits)
- Core courses (30 credits)
- Elective courses or optional specialization courses* (10 credits)
- Capstone course (5 credits)

*Optional specialization courses must be taken in the order shown.

Core Curriculum

Courses are 11 weeks in length.

Foundation Course (3 credits)

MMPA 6116 - Foundations of Graduate Study (3 credits)

Core Courses (30 credits)

MMPA 6200 - Principles of Public Administration* (5 credits)

- Students may take this as a non-degree course.

MMPA 6405 - Ethics and Social Justice* (5 credits)

- Students may take this as a non-degree course.

MMPA 6451 - Public Policy Analysis* (5 credits)

- Students may take this as a non-degree course.

MMPA 6431 - Finance and Budgeting for the Public Sector* (5 credits)

- Students may take this as a non-degree course.

MMPA 6441 - Human Resources Management and Strategic Planning* (5 credits)

- Students may take this as a non-degree course.

MMPA 6480 - Evidence-Based Evaluation Methods* (5 credits)

- Students may take this as a non-degree course.

Electives or Optional Specialization Courses (10 credits)

Students in the General Program choose two elective courses from any of the MMPA specialization courses. Students undertaking a specialization complete two specified courses. Specialization courses are dependent upon the particular specialization. Please see the course list on each specialization page.

+ Specialization in Diversity and Social Justice

By prioritizing diversity, equity, and inclusion (DEi) in their decision-making, public service leaders can help break down systemic barriers for underserved populations. In this specialization, students explore the integral role diversity plays in public policy and administration. The specialization allows students to broaden perspectives on race and gender in public service and learn what it takes to promote equality, equity, and diversity at local and national levels.

Specialization Courses (10 credits)

MMPA 6701 - Diversity, Human Rights, and Social Justice* (5 credits)

- Students may take this as a non-degree course.

MMPA 6702 - Race, Gender, and Public Policy* (5 credits)

+ Specialization in Emergency Management

Designed for public safety administrators and emergency responders who want to move forward in their careers, students in this specialization examine vital emergency management issues and contingency planning. They will learn strategies for maintaining public safety during times of disaster and analyze current ethical issues that public administrators may face when a crisis occurs.

Specialization Courses (10 credits)

MMPA 6101 - Critical Issues in Emergency Management* (5 credits)

- Students may take this as a non-degree course.

MMPA 6201 - Risk Assessment, Preparedness, and Disaster Mitigation* (5 credits)

- Students may take this as a non-degree course.

+ Specialization in Law and Public Policy

Students gain an understanding of the relationships between law and public policy and access vital legal knowledge available to public policy practitioners.

Specialization Courses (10 credits)

MMPA 6811 - Legal Research for Policy Practitioners (5 credits)

MMPA 6810 - Fundamentals of Law and Public Policy (5 credits)

✦ Specialization in Nonprofit Management and Leadership

Students gain a practical understanding of the principles and processes related to nonprofit organizations.

Specialization Courses (10 credits)

MMPA 6850 - Introduction to the Nonprofit Sector (5 credits)

MMPA 6851 - Board Governance and Volunteer Management (5 credits)

Specializations Not Currently Accepting New Students

✦ Specialization in Policy Analysis (not

currently accepting new students) **This program is not currently accepting new students.** Current students must complete their programs of study in accordance with Walden's Time-to-Degree Completion policies.

Students are prepared to function knowledgeably and to work collaboratively to help shape public policy development and implementation.

Degree Requirements

- General Program: 48 total quarter credits; with optional specialization: 63 quarter credits
- Foundation course (3 credits)
- Core courses (40 credits)
- Optional specialization courses* (15 credits)
- Capstone course (5 credits)

*Optional specialization courses must be taken in the order shown.

Foundation Course (3 credits)

MMPA 6116 - Foundations of Graduate Study (3 credits)

Core Courses (40 credits)

MMPA 6200 - Principles of Public Administration* (5 credits)

- Students may take this as a non-degree course.

MMPA 6405 - Ethics and Social Justice* (5 credits)

- Students may take this as a non-degree course.

MMPA 6451 - Public Policy Analysis* (5 credits)

- Students may take this as a non-degree course.

MMPA 6420 - Organizational Management and Leadership* (5 credits)

- Students may take this as a non-degree course.

MMPA 6431 - Finance and Budgeting for the Public Sector* (5 credits)

- Students may take this as a non-degree course.

MMPA 6465 - Strategic Planning: Collaboration, Cooperation, and Coordination* (5 credits)

- Students may take this as a non-degree course.

MMPA 6480 - Evidence-Based Evaluation Methods* (5 credits)

- Students may take this as a non-degree course.

MMPA 6435 - Human Resource Management: Building a Capable Workforce* (5 credits)

- Students may take this as a non-degree course.

Specialization Courses (15 credits)

MMPA 6380 - Policy and Politics in American Political Institutions (5 credits) MMPA 6381 - Public Policy and Evaluation

(5 credits)

MMPA 6382 - Public Policy and Finance* (5 credits)

- Students may take this as a non-degree course.

Capstone Course (5 credits)

MMPA6910- Capstone (5 credits)

Course Sequence

Students undertake courses in the following sequence.

Quarter	Course	Credits
Quarter 1	MMPA 6116 - Foundations of Graduate Study	3 credits
	MMPA 6200 - Principles of Public Administration	5 credits
Quarter 2	MMPA 6405 - Ethics and Social Justice	5 credits
	MMPA 6420 - Organizational Management and Leadership	5 credits
Quarter 3	MMPA 6431 - Finance and Budgeting for the Public Sector	5 credits
	MMPA 6435 - Human Resource Management: Building a Capable Workforce	5 credits

Quarter	Course	Credits
Quarter 4	MMPA 6465 - Strategic Planning: Collaboration, Cooperation, and Coordination	5 credits
	MMPA 6451 - Public Policy Analysis	5 credits
Quarter 5	MMPA 6480 - Evidence-Based Evaluation Methods	5 credits
	MMPA 6380 - Policy and Politics in American Political Institutions	5 credits
Quarter 6	MMPA 6381 - Public Policy and Evaluation	5 credits
	MMPA 6382 - Public Policy and Finance	5 credits
Quarter 7	MMPA6910- Capstone	5 credits

+ Specialization in Public Management and Leadership (not currently accepting new students)

This program is not currently accepting new students. Current students must complete their programs of study in accordance with Walden's Time-to-Degree Completion policies.

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.

Degree Requirements

- General Program: 48 total quarter credits; with optional specialization: 63 quarter credits
- Foundation course (3 credits)
- Core courses (40 credits)
- Optional specialization courses* (15 credits)
- Capstone course (5 credits)

*Optional specialization courses must be taken in the order shown.

Foundation Course (3 credits)

MMPA 6116 - Foundations of Graduate Study (3 credits)

Core Courses (40 credits)

MMPA 6200 - Principles of Public Administration* (5 credits)

- Students may take this as a non-degree course.

MMPA 6405 - Ethics and Social Justice* (5 credits)

- Students may take this as a non-degree course. MMPA 6451 - Public Policy Analysis* (5 credits)
- Students may take this as a non-degree course.

MMPA 6420 - Organizational Management and Leadership* (5 credits)

- Students may take this as a non-degree course.

MMPA 6431 - Finance and Budgeting for the Public Sector* (5 credits)

- Students may take this as a non-degree course.

MMPA 6465 - Strategic Planning: Collaboration, Cooperation, and Coordination* (5 credits)

- Students may take this as a non-degree course.

MMPA 6480 - Evidence-Based Evaluation Methods* (5 credits)

- Students may take this as a non-degree course.

MMPA 6435 - Human Resource Management: Building a Capable Workforce* (5 credits)

- Students may take this as a non-degree course.

Specialization Courses (15 credits)

MMPA 6390 - Strategic Context of Public Management and Leadership (5 credits) MMPA 6542 - Transformative Change

in a Shared-Power World (5 credits)

MMPA 6392 - The Language of Leadership (5 credits)

Capstone Course (5 credits)

MMPA 6910 - Capstone (5 credits)

Course Sequence

Students undertake courses in the following sequence.

Quarter	Course	Credits
Quarter 1	MMPA 6116 - Foundations of Graduate Study	3 credits
	MMPA 6200 - Principles of Public Administration	5 credits
Quarter 2	MMPA 6405 - Ethics and Social Justice	5 credits
	MMPA 6420 - Organizational Management and Leadership	5 credits
Quarter 3	MMPA 6431 - Finance and Budgeting for the Public Sector	5 credits
	MMPA 6465 - Strategic Planning: Collaboration, Cooperation, and Coordination	5 credits
Quarter 4	MMPA 6480 - Evidence-Based Evaluation Methods	5 credits
	MMPA 6451 - Public Policy Analysis	5 credits

Quarter	Course	Credits
Quarter 5	MMPA 6435 - Human Resource Management: Building a Capable Workforce	5 credits
	MMPA 6390 - Strategic Context of Public Management and Leadership	5 credits
Quarter 6	MMPA 6542 - Transformative Change in a Shared-Power World	5 credits
	MMPA 6392 - The Language of Leadership	5 credits
Quarter 7	MMPA 6910 - Capstone	5 credits

Capstone Course (5 credits)

MMPA 6910 - Capstone (5 credits)

Course Sequence

Students undertake courses in the following sequence.

Quarter	Course	Credits
Quarter 1	MMPA 6116 - Foundations of Graduate Study	3 credits
	MMPA 6200 - Principles of Public Administration	5 credits
Quarter 2	MMPA 6405 - Ethics and Social Justice	5 credits
	MMPA 6451 - Public Policy Analysis	5 credits
Quarter 3	MMPA 6431 - Finance and Budgeting for the Public Sector	5 credits
	MMPA 6441 - Human Resources Management and Strategic Planning	5 credits
Quarter 4	MMPA 6480 - Evidence-Based Evaluation Methods	5 credits
	Elective Course 1 / Specialization Course 1	5 credits
	Elective Course 2 / Specialization Course 2	5 credits
Quarter 5	MMPA 6910 - Capstone	5 credits

Master of Public Health (MPH)

Walden's Master of Public Health (MPH) program is designed to provide public health practitioners with the specialized skills and core competencies required to improve health and prevent disease among individuals, communities, and populations. Students gain a solid foundation in core public health disciplines, including biostatistics, epidemiology, environmental health, public health administration, and social and behavioral sciences. Students learn to plan, implement, and evaluate public health programs and initiatives with a special focus on reducing disparities in health and serving underserved populations or communities. Students also receive additional instruction in widely used analytical tools, explore current issues in public health financing, and hone their leadership and communication skills.

Consistent with our commitment to continuous quality improvement, Walden redesigned the MPH curriculum to incorporate case studies on the latest public health issues, improve the student's field and classroom experience, and reflect professional guidelines set forth by leading public health organizations.

Note on Accreditation

The Council on Education for Public Health (CEPH) Board of Councilors acted at its September 6, 2019, meeting to accredit the Master of Public Health (MPH) Program at Walden University for a five-year term, based on an application for accreditation submitted on February 3, 2018. On June 5, 2020, the CEPH Board of Councilors accredited the Doctor of Public Health at Walden University, after reviewing an accreditation application submitted on April 21, 2020. CEPH is an agency recognized by the U.S. Department of Education to accredit schools of public health and programs of public health. CEPH accreditation provides assurance that the program has been evaluated and met accepted public health profession standards in practice, research, and service. For a copy of the final self-study document and/or final accreditation report, please contact the dean of the School of Health Sciences (adchshealth@mail.waldenu.edu).

Note on Certification

The National Board of Public Health Examiners (NBPHE) offers the Certified in Public Health (CPH) credential as a voluntary core credential for public health professionals. As the eligibility criteria may change periodically, students should visit <https://www.nbphe.org/eligibility> for more information about certification in public health. It is the individual's responsibility to understand, evaluate, and comply with all requirements relating to national certification. Walden makes no representations or guarantees that completion of Walden coursework or programs will permit an individual to obtain national certification or practice as a public health professional in the state where they intend to practice.

Learning Outcomes

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

1. Utilize culturally appropriate communication skills to convey prevention and intervention strategies used to improve health outcomes among diverse local and global populations.
2. Demonstrate an understanding of how research methods, biostatistical data and software, and the epidemiological approach impact the study of patterns of disease, disability, and injury.
3. Evaluate biological, environmental, legal, and regulatory factors that affect the health of local and global communities.
4. Evaluate the major social, behavioral, and cultural factors that affect the health of local and global populations.
5. Appropriately access, interpret, and evaluate public health data that are available through the use of information technology.
6. Analyze essential services, systems, public policies, and associated challenges that impact the health of local and global communities.
7. Demonstrate skills needed for sound leadership and decision making in public health, including applications of ethics and professionalism.
8. Apply health management and systems thinking to public health agencies, programs, policies, and issues.

9. Apply the principles of program design, implementation, and evaluation to improve the health of local and global populations.
10. Exhibit a commitment to professional and ethically responsible public health research and practice.

Degree Requirements

- 64 total quarter credits
- Foundation course (5 credits)

Students must receive a B or better in PUBH 6005 in order to continue with the MPH program.

- Core courses (51 credits)
- Practicum (8 credits)
- ePortfolio

Curriculum

Foundation Course (5 credits)

PUBH 6005 - Perspectives on Health and the Developing Scholar-Practitioner (5 credits)

Core Courses (51 credits)

PUBH 6031 - Public Health Administration and Leadership* (5 credits)

- Students may take this as a non-degree course.

PUBH 6032 - SPSS Revealed* (1 credits)

- Students may take this as a non-degree course.

PUBH 6033 - Interpretation and Application of Public Health Data* (5 credits)

- Students may take this as a non-degree course.

PUBH 6034 - Environmental Health: Local to Global* (5 credits)

- Students may take this as a non-degree course.

PUBH 6035 - Epidemiology: Decoding the Science of Public Health* (5 credits)

- Students may take this as a non-degree course.

PUBH 6038 - Health Behavior Theory* (5 credits)

- Students may take this as a non-degree course.

PUBH 6127 - Public Health Policy, Politics and Progress* (5 credits)

- Students may take this as a non-degree course.

PUBH 6128 - Biological Foundations of Public Health* (5 credits)

- Students may take this as a non-degree course.

PUBH 6129 - Global Perspectives on Health* (5 credits)

- Students may take this as a non-degree course.

PUBH 6245 - Applied Research in Public Health* (5 credits)

- Students may take this as a non-degree course.

PUBH 6475 - Program Planning, Implementation, and Evaluation* (5 credits)

- Students may take this as a non-degree course.

Practicum (8 credits)

PUBH 6638 - Practicum I: Field Experience in Public Health (3 credits)

PUBH 6639 - Practicum II: Field Experience and Applied Project in Public Health (3 credits) PUBH 6640 -Applied Project in Public Health (2 credits)

Course Sequence

Students undertake courses in the following sequence.

Quarter	Course	Credits
Quarter 1	PUBH 6005 - Perspectives on Health and the Developing Scholar-Practitioner	5 credits
Quarter 2	PUBH 6038 - Health Behavior Theory	5 credits
	PUBH 6127 - Public Health Policy, Politics and Progress	5 credits
Quarter 3	PUBH 6128 - Biological Foundations of Public Health	5 credits
	PUBH 6032 - SPSS Revealed	1 credits
Quarter 4	PUBH 6129 - Global Perspectives on Health	5 credits
	PUBH 6033 - Interpretation and Application of Public Health Data	5 credits
Quarter 5	PUBH 6031 - Public Health Administration and Leadership	5 credits
	PUBH 6035 - Epidemiology: Decoding the Science of Public Health	5 credits
Quarter 6	PUBH 6475 - Program Planning, Implementation, and Evaluation	5 credits
	PUBH 6034 - Environmental Health: Local to Global	5 credits
Quarter 7	PUBH 6245 - Applied Research in Public Health	5 credits
	PUBH 6638 - Practicum I: Field Experience in Public Health	3 credits
Quarter 8	PUBH 6639 - Practicum II: Field Experience and Applied Project in Public Health	3 credits
	PUBH 6640 - Applied Project in Public Health	2 credits

MS 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 MS in Nonprofit Management and Leadership blends academic theory with hands-on experience so students can learn, explore, and apply strategies related to the nonprofit sector. Students gain the management and organizational skills they need to lead diverse and complex nonprofit organizations and to serve as social change agents in local and global communities.

Learning Outcomes

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

1. Apply theories, principles, and processes related to nonprofit organizations in a variety of settings.
2. Apply ethical solutions and legal guidelines and practices in nonprofit organizations.
3. Evaluate the performance of governing boards, staff, volunteers, and programs in nonprofit organizations.
4. Apply best practices (concepts, principles, and processes) to budgeting, financial

management, resource development, and strategic planning in nonprofit organizations.

5. Evaluate best practice models related to developing, leading, and managing domestic and/or international nonprofit organizations.

Degree Requirements

- 48 total quarter credits (63 credits with optional specialization)
- Foundation course (3 credits)
- Core courses (40 credits)
- Specialization courses (15 credits)
- Capstone course (5 credits)

Curriculum

Foundation Course (3 credits)

NPMG 6116 - Foundations of Graduate Study (3 credits)

Core Courses (40 credits)

NPMG 6200 - Introduction to the Nonprofit Sector* (5 credits)

- Students may take this as a non-degree course.

NPMG 6405 - Ethics and Social Justice* (5 credits)

- Students may take this as a non-degree course.

NPMG 6420 - Organizational Management and Leadership* (5 credits)

- Students may take this as a non-degree course.

NPMG 6435 - Human Resource Management: Building a Capable Workforce* (5 credits)

- Students may take this as a non-degree course.

NPMG 6451 - Board Governance and Volunteer Management* (5 credits)

- Students may take this as a non-degree course.

NPMG 6465 - Strategic Planning: Collaboration, Cooperation, and Coordination* (5 credits)

- Students may take this as a non-degree course.

NPMG 6480 - Evidence-Based Evaluation Methods* (5 credits)

- Students may take this as a non-degree course.

NPMG 6461 - Resource Development* (5 credits)

- Students may take this as a non-degree course.

Specialization Courses (15 credits)

These courses are dependent upon the particular specialization. Please see the course list on each specialization page.

✚ Specialization in Global Leadership

In the Global Leadership specialization, students explore strategies for helping global south countries or developing regions build modern, sustainable communities. The focus of the coursework is on the intricate relationships among strategic planning, management, and leadership from an international perspective. Students examine effective sustainability frameworks and models as well as approaches to building capacity for community change. Students also examine strategies for making effective and timely leadership decisions under complex and uncertain conditions.

Specialization Courses (15 credits)

NPMG 6540 - Strategic Planning, Management, and Leadership in a Global Context (5 credits) NPMG 6541 - Sustainable Development for Global Communities (5 credits)

NPMG 6542 - Transformative Change in a Global Environment (5 credits)

+ Specialization in International Nongovernmental Organizations (NGOs)

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

Specialization Courses (15 credits)

NPMG 6333 - Holding Up the Mirror: Understanding Different Cultures and Increasing Global Consciousness (5 credits)

NPMG 6334 - Crossing Borders: U.S. and International NGO Cultures and Environments (5 credits)

NPMG 6335 - Placing NGOs in the Global Context (5 credits)

+ Specialization in Local Government Management for Sustainable Communities

Students gain an understanding of the interrelated elements that make a community viable.

Additionally, students access the tools and resources for sustainable community development as they prepare for a career as a town manager, department head, or director of a social service organization.

Specialization Courses (15 credits)

NPMG 6820 - Elements of Sustainable and Livable Communities (5 credits) NPMG 6821 - Tools for Sustainable Community Development (5 credits) NPMG 6822 - Current Issues in Regional and Local Public Policy (5 credits)

+ Self-Designed

Students create their own learning experience to help broaden their understanding of nonprofit management and leadership theories, principles, and practices. They have the flexibility to design a program that may include: International governmental Organizations, Global Leadership, Law and Public Policy, Emergency Management, Local Government Management for Sustainable Communities, Policy Analysis, Public Management and Leadership and Health Policy. Students explore the topics that interest them most and closely match their personal and professional goals. Students can choose any three courses from the specializations listed in the College of Health Science and Public Policy.

Specialization Courses (15 credits)

Choose any three courses from any specialization listed in School of Public Policy and Administration.

+ Specialization in Social Entrepreneurship and Innovation

Students can explore the role of nongovernmental organizations in the global political landscape in this specialization. They have the opportunity to address topics that include communicating and interacting effectively across cultures. Students

will study the structures and missions of NGOs throughout the world and focus on analyzing and synthesizing theories of ethics and social justice.

Specialization Courses (15 credits)

NPMG 6880 - Social Entrepreneurship and Innovation: A Global Perspective (5 credits) NPMG 6881 - Grant Writing (5 credits)

NPMG 6883 - Transformative Change in a Global Environment (5 credits)

Capstone Course (5 credits)

NPMG 6910 - Capstone (5 credits)

Course Sequence

Students undertake courses in the following sequence.

Quarter	Course	Credits
Quarter 1	NPMG 6116 - Foundations of Graduate Study	3 credits
	NPMG 6200 - Introduction to the Nonprofit Sector	5 credits
Quarter 2	NPMG 6405 - Ethics and Social Justice	5 credits
	NPMG 6420 - Organizational Management and Leadership	5 credits
Quarter 3	NPMG 6435 - Human Resource Management: Building a Capable Workforce	5 credits
	NPMG 6451 - Board Governance and Volunteer Management	5 credits
Quarter 4	NPMG 6465 - Strategic Planning: Collaboration, Cooperation, and Coordination	5 credits
	NPMG 6461 - Resource Development	5 credits
Quarter 5	NPMG 6480 - Evidence-Based Evaluation Methods	5 credits
	Specialization Course 1	5 credits
Quarter 6	Specialization Course 2	5 credits
	Specialization Course 3	5 credits
Quarter 7	NPMG 6910 - Capstone	5 credits

Doctor of Public Administration (DPA)

The DPA program is designed to prepare students to engage in and address the problems and challenges associated with the administration of public and nonprofit organizations in the U.S. and the world. Through their coursework, students explore the practice of public administration, management, and applied research in a global context, thereby enabling them to gain expertise in solving the complex problems that public organizations encounter. Graduates with a DPA degree are positioned for career opportunities in applied research, management, leadership, and the administration of public and nonprofit organizations; they can also pursue careers in consultancy with organizations that contract with public entities.

Learning Outcomes

Upon completion of the Doctor of Public Administration (DPA) program, students will be able to:

1. Evaluate effective leadership/management principles (including theory, concepts, and practices) utilized in the public sector.
2. Evaluate solutions to practical problems in public administration using evidence-based practices and research.
3. Apply ethical concepts of public administration within organizations.
4. Apply culturally sensitive public administration research to meet the needs of diverse populations at local, state, national, and international levels of government.
5. Utilize analytic methods in making decisions related to public administration that contribute to positive social change.
6. Engage in scientific inquiry to advance practice in the field of public administration.

Minimum Degree Requirements

- Doctoral Writing Assessment
- Professional Development Plan and Program of Study
- Foundations course (3 credits)
- Core courses (40 credits)
- Research courses (10 credits)
- Completion of the Doctoral study
 - a Doctoral Seminar courses (5 credits; continuously enrolled in 1 credits per term for a minimum of 5 terms until completed)
 - a Doctoral Study completion course (5 credits per term for a minimum of four terms; taken continuously until completion of the doctoral study)
 - o Quarter Plans
 - Two residencies

Curriculum

Foundation Course (3 credits)

DOPA 8003 - Foundations in Doctoral Studies (3 credits)

Core Courses (40 credits)

DOPA 8405 - Ethics and Social Justice (5 credits)

DOPA 8390 - Strategic Context of Public Management and Leadership (5 credits) DOPA 8382 - Public Policy and Finance (5 credits)

DOPA 8200 - Management Techniques for the Public Sector (5 credits) DOPA 8111 - Leadership and Organizational Change (5 credits)

DOPA 8112 - Governance and Public Policy (5 credits)

DOPA 8210 - Analytics for Evidence-Based Decision-Making (5 credits) DOPA 8300 - Writing Applied Research and Funding Proposals (5 credits)

Research Courses (10 credits)

RSCH 8110 - Research Theory, Design, and Methods* (5 credits)

- Students may take this as a non-degree course.

RSCH 8210 - Quantitative Reasoning and Analysis* (5 credits)

- Students may take this as a non-degree course.

OR

RSCH 8310 - Qualitative Reasoning and Analysis* (5 credits)

- Students may take this as a non-degree course.

Residency Requirements

- Complete Residency 1 in Term 3 or 4.
- Complete Residency 2 in Term 6 or 7.

Completion of the Doctoral Capstone

DOPA 8391 - Doctoral Seminar 1: Welcome to the Doctoral Study Journey! (1 credit) DOPA 8392 - Doctoral Seminar 2:

Building Knowledge and Skills (1 credit)

DOPA 8393 - Doctoral Seminar 3: Establishing Research Questions and Frameworks (1 credit)

DOPA 8394 - Doctoral Seminar 4: Developing Methods and Maintaining Alignment (1 credit) DOPA 8395 - Doctoral Seminar 5: Transition to Candidacy (1 credit)

DOPA 8400 - Professional Administrative Study (5 credits per term for a minimum of four terms until completion)

Specializations

The following Doctor of Public Administration (DPA) specializations are no longer accepting new students.

Current students in these specializations must complete their programs of study in accordance with Walden's Time-to-Degree Completion policies. Changing specializations may increase a student's expected time-to-degree completion and cost.

+ Specialization in Criminal Justice (not currently accepting new students)

This program is not currently accepting new students. Current students must complete their programs of study in accordance with Walden's Time-to-Degree Completion policies.

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

Minimum Degree Requirements

- Doctoral Writing Assessment
- Professional Development Plan and Program of Study
- Foundations course (3 credits)
- Core courses (40 credits)
- Research courses (10 credits)
- Specialization courses (15 credits)
- Completion of the Doctoral study
 - Doctoral Study completion course (5 credits per term for a minimum of four terms; taken continuously until completion of the doctoral study)
 - Quarter Plans

- Two face-to-face residencies

Specialization Courses (15 credits)

DOPA 8137 - The Nature of Crime and Criminology (5 credits) DOPA 8215 - Controversies in Criminal Justice (5 credits)

DOPA 8217 - Technological Solutions and 21st-Century Crime (5 credits)

Course Sequence

Students undertake courses in the following sequence.

Quarter	Course	Credits
Quarter 1	DOPA 8003 - Foundations in Doctoral Studies	3 er.
	DOPA 8405 - Ethics and Social Justice	5 er.
Quarter 2	DOPA 8390 - Strategic Context of Public Management and Leadership	5 er.
	RSCH 8110 - Research Theory, Design, and Methods	5 er.
Complete Residency 1 face-to-face in Terms 3 or 4.		
Quarter 3	DOPA 8382 - Public Policy and Finance	5 er.
	DOPA 8200 - Management Techniques for the Public Sector	5 er.
Quarter 4	DOPA 8111 - Leadership and Organizational Change	5 er.
	RSCH 8210 - Quantitative Reasoning and Analysis	5 er.
Quarter 5	DOPA 8112 - Governance and Public Policy	5 er.
	Specialization Course 1	5 er.
Complete Residency 2 face-to-face in Terms 6 or 7.		
Quarter 6	DOPA 8210 - Analytics for Evidence-Based Decision-Making	5 er.
	Specialization Course 2	5 er.
Quarter 7	Specialization Course 3	5 er.
	DOPA 8300 - Writing Applied Research and Funding Proposals	5 er.
Quarter 8+	DOPA 8400 - Professional Administrative Study*	5 er. per term for a minimum of 4 terms; taken continuously until completion

* Students take this course for a minimum of four quarters and are continuously enrolled until completion of their doctoral study with final chief academic officer (CAO) approval. In general, students are continuously registered in the dissertation/doctoral study course until they complete their capstone project and it is approved. This usually takes longer than the minimum required terms in the dissertation/doctoral study course shell.

To complete a doctoral study, students must obtain the academic approval of several independent evaluators including their committee, the University Research Reviewer, and the Institutional Review Board; pass the Form and Style Review; gain approval at the oral defense stage; and gain final approval by the chief academic officer. Students must also publish their

doctoral study on ProQuest before their degree is conferred. Learn more about the dissertation process in the Dissertation Guidebook.

+ Specialization in Emergency Management (not currently accepting new students)

This program is not currently accepting new students. Current students must complete their programs of study in accordance with Walden's Time-to-Degree Completion policies.

The emergency situations faced in today's complex environment call for a new leadership approach. This specialization offers emergency response professionals the skills to lead, manage, and motivate others during emergencies; to build confident and capable teams; and to address challenging ethical situations that may arise during the course of duty.

Minimum Degree Requirements

- Doctoral Writing Assessment
- Professional Development Plan and Program of Study
- Foundations course (3 credits)
- Core courses (40 credits)
- Research courses (10 credits)
- Specialization courses (15 credits)
- Completion of the Doctoral study
 - Doctoral Study completion course (5 credits per term for a minimum of four terms; taken continuously until completion of the doctoral study)
 - Quarter Plans
- Two face-to-face residencies

Specialization Courses (15 credits)

DOPA 8101 - Critical Issues in Emergency Management (5 credits)

DOPA 8201 - Risk Assessment, Preparedness, and Disaster Mitigation (5 credits)

DOPA 8301 - Disaster Response and Recovery (5 credits)

Course Sequence

Students undertake courses in the following sequence.

Quarter	Course	Credits
Quarter 1	DOPA 8003 - Foundations in Doctoral Studies	3 cr.
	DOPA 8405 - Ethics and Social Justice	5 cr.
Quarter 2	DOPA 8390 - Strategic Context of Public Management and Leadership	5 cr.
	RSCH 8110 - Research Theory, Design, and Methods	5 cr.
Complete Residency 1 face-to-face in Terms 3 or 4.		
Quarter 3	DOPA 8382 - Public Policy and Finance	5 cr.
	DOPA 8200 - Management Techniques for the Public Sector	5 cr.

Quarter 4	DOPA 8111 - Leadership and Organizational Change	5 er.
	RSCH 8210 - Quantitative Reasoning and Analysis	5 er.
Quarter 5	DOPA 8112 - Governance and Public Policy	5 er.
	Specialization Course 1	5 er.
Complete Residency 2 face-to-face in Terms 6 or 7.		
Quarter 6	DOPA 8210 -Analytics for Evidence-Based Decision-Makin	5 er.
	Specialization Course 2	5 er.
Quarter 7	Specialization Course 3	5 er.
	DOPA 8300 - Writing Applied Research and Funding	5 er.
Proposals		
Quarter 8+	DOPA 8400 - Professional Administrative Study*	5 er. per term for a minimum of 4 terms; taken continuously until completio

* Students take this course for a minimum of four quarters and are continuously enrolled until completion of their doctoral study with final chief academic officer (CAO) approval. In general, students are continuously registered in the dissertation/doctoral study course until they complete their capstone project and it is approved. This usually takes longer than the minimum required terms in the dissertation/doctoral study course shell.

To complete a doctoral study, students must obtain the academic approval of several independent evaluators including their committee, the University Research Reviewer, and the Institutional Review Board; pass the Form and Style Review; gain approval at the oral defense stage; and gain final approval by the chief academic officer. Students must also publish their doctoral study on ProQuest before their degree is conferred. Learn more about the dissertation process in the Dissertation Guidebook.

+ Specialization in Geographic Information Systems (GIS) (not currently accepting new students)

This program is not currently accepting new students. Current students must complete their programs of study in accordance with Walden's Time-to-Degree Completion policies.

Geographic information systems (GIS) are used across multiple disciplines and industries to help foster decision making based on the visualization of data. Walden's GIS specialization is designed to cross disciplines and provide graduate-level experience in developing maps, using geospatial data to make decisions, and help foster positive social change by allowing people and organizations to visualize, analyze, and interpret data in an accessible and useful way.

Minimum Degree Requirements

- Doctoral Writing Assessment
- Professional Development Plan and Program of Study
- Foundations course (3 credits)

- Core courses (40 credits)
- Research courses (10 credits)
- Specialization courses (15 credits)
- Completion of the Doctoral study
 - Doctoral Study completion course (5 credits per term for a minimum of four terms; taken continuously until completion of the doctoral study)
 - Quarter Plans
- Two face-to-face residencies

Specialization Courses (15 credits)

DOPA 8204 - Fundamentals of Mapping and Geographic Information Systems (5 credits) DOPA 8205 - Spatial Analysis and Modeling (5 credits)

DOPA 8206 - GIS Research Methodology (5 credits)

Course Sequence

Students undertake courses in the following sequence.

Quarter	Course	Credits
Quarter 1	DOPA 8003 - Foundations in Doctoral Studies	3 er.
	DOPA 8405 - Ethics and Social Justice	5 er.
Quarter 2	DOPA 8390 - Strategic Context of Public Management and Leadership	5 er.
	RSCH 8110 - Research Theory, Design, and Methods	5 er.
Complete Residency 1 face-to-face in Terms 3 or 4.		
Quarter 3	DOPA 8382 - Public Policy and Finance	5 er.
	DOPA 8200 - Management Techniques for the Public Sector	5 er.
Quarter 4	DOPA 8111 - Leadership and Organizational Change	5 er.
	RSCH 8210 - Quantitative Reasoning and Analysis	5 er.
Quarter 5	DOPA 8112 - Governance and Public Policy	5 er.
	Specialization Course 1	5 er.
Complete Residency 2 face-to-face in Terms 6 or 7.		

Quarter	Course	Credits
Quarter 6	DOPA 8210 - Analytics for Evidence-Based Decision-Making	5 er.
	Specialization Course 2	5 er.
Quarter 7	Specialization Course 3	5 er.
	DOPA 8300 - Writing Applied Research and Funding Proposals	5 er.
Quarter 8+	DOPA 8400 - Professional Administrative Study*	5 er. per term for a minimum of 4 terms; taken continuously until completion

* Students take this course for a minimum of four quarters and are continuously enrolled until completion of their doctoral study with final chief academic officer (CAO) approval. In general, students are continuously registered in the dissertation/doctoral study course until they complete their capstone project and it is approved. This usually takes longer than the minimum required terms in the dissertation/doctoral study course shell.

To complete a doctoral study, students must obtain the academic approval of several independent evaluators including their committee, the University Research Reviewer, and the Institutional Review Board; pass the Form and Style Review; gain approval at the oral defense stage; and gain final approval by the chief academic officer. Students must also publish their doctoral study on ProQuest before their degree is conferred. Learn more about the dissertation process in the Dissertation Guidebook.

✦ Specialization in Global Leadership (not currently accepting new students)

This program is not currently accepting new students. Current students must complete their programs of study in accordance with Walden's Time-to-Degree Completion policies.

Students can prepare to help developing regions build modern, sustainable communities with a specialization in Global Leadership. Through their coursework, they explore the intricate relationships among strategic planning, management, and leadership from an international perspective. Students review effective sustainability frameworks and models and gain strategies for building capacity for community change. They also will study the nature and methods of driving profound change in modern public organizations and gain tools for making effective and timely leadership decisions in complex and uncertain conditions.

Minimum Degree Requirements

- Doctoral Writing Assessment
- Professional Development Plan and Program of Study
- Foundations course (3 credits)
- Core courses (40 credits)
- Research courses (10 credits)
- Specialization courses (15 credits)
- Completion of the Doctoral study

- o Doctoral Study completion course (5 credits per term for a minimum of four terms; taken continuously until completion of the doctoral study)
- o Quarter Plans

- Two face-to-face residencies

Specialization Courses (15 credits)

DOPA 8540 - Strategic Planning, Management, and Leadership in a Global Context (5 credits) DOPA 8541 - Sustainable Development for Global Communities (5 credits)

DOPA 8542 - Transformative Change in a Global Environment (5 credits)

Course Sequence

Students undertake courses in the following sequence.

Quarter	Course	Credits
Quarter 1	DOPA 8003 - Foundations in Doctoral Studies	3 er.
	DOPA 8405 - Ethics and Social Justice	5 er.
Quarter 2	DOPA 8390 - Strategic Context of Public Management and Leadership	5 er.
	RSCH 8110 - Research Theory, Design, and Methods	5 er.
Complete Residency 1 face-to-face in Terms 3 or 4.		
Quarter 3	DOPA 8382 - Public Policy and Finance	5 er.
	DOPA 8200 - Management Techniques for the Public Sector	5 er.
Quarter 4	DOPA 8111 - Leadership and Organizational Change	5 er.
	RSCH 8210 - Quantitative Reasoning and Analysis	5 er.
Quarter 5	DOPA 8112 - Governance and Public Policy	5 er.
	Specialization Course 1	5 er.
Complete Residency 2 face-to-face in Terms 6 or 7.		
Quarter 6	DOPA 8210 -Analytics for Evidence-Based Decision-Makin	5 er.
	Specialization Course 2	5 er.
Quarter 7	Specialization Course 3	5 er.
	DOPA 8300 - Writing Applied Research and Funding Proposals	5 er.
Quarter 8+	DOPA 8400 - Professional Administrative Study*	5 er. per term for a minimum of 4 terms; taken continuously until completio

* Students take this course for a minimum of four quarters and are continuously enrolled until completion of their doctoral study with final chief academic officer (CAO) approval. In general, students are continuously registered in the

dissertation/doctoral study course until they complete their capstone project and it is approved. This usually takes longer than the minimum required terms in the dissertation/doctoral study course shell.

To complete a doctoral study, students must obtain the academic approval of several independent evaluators including their committee, the University Research Reviewer, and the Institutional Review Board; pass the Form and Style Review; gain approval at the oral defense stage; and gain final approval by the chief academic officer. Students must also publish their doctoral study on ProQuest before their degree is conferred. Learn more about the dissertation process in the Dissertation Guidebook.



Specialization in Health Policy (not currently

accepting new students) **This program is not currently accepting new students.** Current students must complete their programs of study in accordance with Walden's Time-to-Degree Completion policies.

Healthcare has undergone radical changes over the past several years. The major business enterprises that now govern the industry have changed the way healthcare is delivered, and managers must quickly adapt to become successful. A specialization in Health Policy will help students gain valuable knowledge about health delivery systems, health policy, health administration, and health finance centers so they can manage effectively and successfully in this unique environment.

Minimum Degree Requirements

- Doctoral Writing Assessment
- Professional Development Plan and Program of Study
- Foundations course (3 credits)
- Core courses (40 credits)
- Research courses (10 credits)
- Specialization courses (15 credits)
- Completion of the Doctoral study
 - Doctoral Study completion course (5 credits per term for a minimum of four terms; taken continuously until completion of the doctoral study)
 - Quarter Plans
- Two face-to-face residencies

Specialization Courses (15 credits)

DOPA 8401 - Public Health Leadership and Systems Thinking (5 credits) DOPA 8420 - Health Economics (5 credits)

DOPA 8841 - Health Policy and Management (5 credits)

Course Sequence

Students undertake courses in the following sequence.

Quarter	Course	Credits
Quarter 1	DOPA 8003 - Foundations in Doctoral Studies	3 cr.
	DOPA 8405 - Ethics and Social Justice	5 cr.
Quarter 2	DOPA 8390 - Strategic Context of Public Management and	5 cr.

Leadership		
	RSCH 8110 - Research Theory, Design, and Methods	5 er.
Complete Residency 1 face-to-face in Terms 3 or 4.		
Quarter 3	DOPA 8382 - Public Policy and Finance	5 er.
	DOPA 8200 - Management Techniques for the Public Sector	5 er.
Quarter 4	DOPA 8111 - Leadership and Organizational Change	5 er.
	RSCH 8210 - Quantitative Reasoning and Analysis	5 er.
Quarter 5	DOPA 8112 - Governance and Public Policy	5 er.
	Specialization Course 1	5 er.
Complete Residency 2 face-to-face in Terms 6 or 7.		
Quarter 6	DOPA 8210 - Analytics for Evidence-Based Decision-Makin	5 er.
	Specialization Course 2	5 er.
Quarter 7	Specialization Course 3	5 er.
	DOPA 8300 - Writing Applied Research and Funding	5 er.
Proposals		
Quarter 8+	DOPA 8400 - Professional Administrative Study*	5 er. per term for a minimum of 4 terms; taken continuously until completio

* Students take this course for a minimum of four quarters and are continuously enrolled until completion of their doctoral study with final chief academic officer (CAO) approval. In general, students are continuously registered in the dissertation/doctoral study course until they complete their capstone project and it is approved. This usually takes longer than the minimum required terms in the dissertation/doctoral study course shell.

To complete a doctoral study, students must obtain the academic approval of several independent evaluators including their committee, the University Research Reviewer, and the Institutional Review Board; pass the Form and Style Review; gain approval at the oral defense stage; and gain final approval by the chief academic officer. Students must also publish their doctoral study on ProQuest before their degree is conferred. Learn more about the dissertation process in the Dissertation Guidebook.

+ Specialization in Homeland Security Policy and Coordination (not currently accepting new students)

This program is not currently accepting new students. Current students must complete their programs of study in accordance with Walden's Time-to-Degree Completion policies.

Manmade and natural disasters alike have brought homeland security issues to the forefront of public policy. A specialization in Homeland Security Policy and Coordination will give students the opportunity to explore the implementation of protective measures and policies that do not compromise individual rights and freedoms as well as collaboration between

public security agencies. This specialization also focuses on various approaches to the National Incident Management System (NIMS) and other dynamics of homeland security issues.

Minimum Degree Requirements

- Doctoral Writing Assessment
- Professional Development Plan and Program of Study
- Foundations course (3 credits)
- Core courses (40 credits)
- Research courses (10 credits)
- Specialization courses (15 credits)
- Completion of the Doctoral study
 - Doctoral Study completion course (5 credits per term for a minimum of four terms; taken continuously until completion of the doctoral study)
 - Quarter Plans
- Two face-to-face residencies

Specialization Courses (15 credits)

DOPA 8320 - Public Policy Implications of Terrorism Legislation and Policies (5 credits) DOPA 8321 - Terrorism: A Systemic Approach for Emergency Preparedness (5 credits) DOPA 8322 - Critical Incident Planning and Leadership (5 credits)

Course Sequence

Students undertake courses in the following sequence.

Quarter	Course	Credits
Quarter 1	DOPA 8003 - Foundations in Doctoral Studies	3 er.
	DOPA 8405 - Ethics and Social Justice	5 er.
Quarter 2	DOPA 8390 - Strategic Context of Public Management and Leadership	5 er.
	RSCH 8110 - Research Theory, Design, and Methods	5 er.
Complete Residency 1 face-to-face in Terms 3 or 4.		
Quarter 3	DOPA 8382 - Public Policy and Finance	5 er.
	DOPA 8200 - Management Techniques for the Public Sector	5 er.
Quarter 4	DOPA 8111 - Leadership and Organizational Change	5 er.
	RSCH 8210 - Quantitative Reasoning and Analysis	5 er.
Quarter 5	DOPA 8112 - Governance and Public Policy	5 er.
	Specialization Course 1	5 er.
Complete Residency 2 face-to-face in Terms 6 or 7.		

Quarter	Course	Credits
Quarter 6	DOPA 8210 - Analytics for Evidence-Based Decision-Making	5 er.
	Specialization Course 2	5 er.
Quarter 7	Specialization Course 3	5 er.
	DOPA 8300 - Writing Applied Research and Funding Proposals	5 er.
Quarter 8+	DOPA 8400 - Professional Administrative Study*	5 er. per term for a minimum of 4 terms; taken continuously until completion

* Students take this course for a minimum of four quarters and are continuously enrolled until completion of their doctoral study with final chief academic officer (CAO) approval. In general, students are continuously registered in the dissertation/doctoral study course until they complete their capstone project and it is approved. This usually takes longer than the minimum required terms in the dissertation/doctoral study course shell.

To complete a doctoral study, students must obtain the academic approval of several independent evaluators including their committee, the University Research Reviewer, and the Institutional Review Board; pass the Form and Style Review; gain approval at the oral defense stage; and gain final approval by the chief academic officer. Students must also publish their doctoral study on ProQuest before their degree is conferred. Learn more about the dissertation process in the Dissertation Guidebook.

✦ Specialization in Law and Public Policy (not currently accepting new students)

This program is not currently accepting new students. Current students must complete their programs of study in accordance with Walden's Time-to-Degree Completion policies.

Legal decisions and the law have a significant impact on the creation of public policy. Students discover the relationships between law and public policy and access vital legal knowledge available to public policy practitioners. They can gain a solid background in legal concepts, cases, and current trends that will give them a head start if they decide to pursue a law degree or if they encounter legal questions in the workplace.

Minimum Degree Requirements

- Doctoral Writing Assessment
- Professional Development Plan and Program of Study
- Foundations course (3 credits)
- Core courses (40 credits)
- Research courses (10 credits)
- Specialization courses (15 credits)
- Completion of the Doctoral study

- o Doctoral Study completion course (5 credits per term for a minimum of four terms; taken continuously until completion of the doctoral study)
- o Quarter Plans
- Two face-to-face residencies

Specialization Courses (15 credits)

DOPA 8810 - Fundamentals of Law and Public Policy (5 credits) DOPA 8811 - Legal Research for Policy Practitioners (5 credits)

DOPA 8812 - Contemporary Cases and Issues in the Courts (5 credits)

Course Sequence

Students undertake courses in the following sequence.

Quarter	Course	Credits
Quarter 1	DOPA 8003 - Foundations in Doctoral Studies	3 er.
	DOPA 8405 - Ethics and Social Justice	5 er.
Quarter 2	DOPA 8390 - Strategic Context of Public Management and Leadership	5 er.
	RSCH 8110 - Research Theory, Design, and Methods	5 er.
Complete Residency 1 face-to-face in Terms 3 or 4.		
Quarter 3	DOPA 8382 - Public Policy and Finance	5 er.
	DOPA 8200 - Management Techniques for the Public Sector	5 er.
Quarter 4	DOPA 8111 - Leadership and Organizational Change	5 er.
	RSCH 8210 - Quantitative Reasoning and Analysis	5 er.
Quarter 5	DOPA 8112 - Governance and Public Policy	5 er.
	Specialization Course 1	5 er.
Complete Residency 2 face-to-face in Terms 6 or 7.		
Quarter 6	DOPA 8210 -Analytics for Evidence-Based Decision-Makin	5 er.
	Specialization Course 2	5 er.
Quarter 7	Specialization Course 3	5 er.
	DOPA 8300 - Writing Applied Research and Funding Proposals	5 er.
Quarter 8+	DOPA 8400 - Professional Administrative Study*	5 er. per term for a minimum of 4 terms; taken continuously until completio

* Students take this course for a minimum of four quarters and are continuously enrolled until completion of their doctoral study with final chief academic officer (CAO) approval. In general, students are continuously registered in the

dissertation/doctoral study course until they complete their capstone project and it is approved. This usually takes longer than the minimum required terms in the dissertation/doctoral study course shell.

To complete a doctoral study, students must obtain the academic approval of several independent evaluators including their committee, the University Research Reviewer, and the Institutional Review Board; pass the Form and Style Review; gain approval at the oral defense stage; and gain final approval by the chief academic officer. Students must also publish their doctoral study on ProQuest before their degree is conferred. Learn more about the dissertation process in the Dissertation Guidebook.

+ Specialization in Local Government Management for Sustainable Communities (not

currently accepting new students)

This program is not currently accepting new students. Current students must complete their programs of study in accordance with Walden's Time-to-Degree Completion policies.

With this specialization, students will learn how to create and maintain sustainable communities that are environmentally sound, economically prosperous, and socially equitable. They can explore the interrelated elements that make a community viable and access the tools and resources for sustainable community development. Students can be prepared to succeed in such roles as a town manager, department head, or director of a social service organization.

Minimum Degree Requirements

- Doctoral Writing Assessment
- Professional Development Plan and Program of Study
- Foundations course (3 credits)
- Core courses (40 credits)
- Research courses (10 credits)
- Specialization courses (15 credits)
- Completion of the Doctoral study
 - Doctoral Study completion course (5 credits per term for a minimum of four terms; taken continuously until completion of the doctoral study)
 - Quarter Plans
- Two face-to-face residencies

Specialization Courses (15 credits)

DOPA 8820 - Elements of Sustainable and Livable Communities (5 credits) DOPA 8821 - Tools for Sustainable Community Development (5 credits)

DOPA 8822 - Current Issues in Regional and Local Public Policy (5 credits)

Course Sequence

Students undertake courses in the following sequence.

Quarter	Course	Credits
Quarter 1	DOPA 8003 - Foundations in Doctoral Studies	3 er.
	DOPA 8405 - Ethics and Social Justice	5 er.

Quarter 2	DOPA 8390 - Strategic Context of Public Management and Leadership	5 er.
	RSCH 8110 - Research Theory, Design, and Methods	5 er.
Complete Residency 1 face-to-face in Terms 3 or 4.		
Quarter 3	DOPA 8382 - Public Policy and Finance	5 er.
	DOPA 8200 - Management Techniques for the Public Sector	5 er.
Quarter 4	DOPA 8111 - Leadership and Organizational Change	5 er.
	RSCH 8210 - Quantitative Reasoning and Analysis	5 er.
Quarter 5	DOPA 8112 - Governance and Public Policy	5 er.
	Specialization Course 1	5 er.
Complete Residency 2 face-to-face in Terms 6 or 7.		
Quarter 6	DOPA 8210 -Analytics for Evidence-Based Decision-Makin	5 er.
	Specialization Course 2	5 er.
Quarter 7	Specialization Course 3	5 er.
	DOPA 8300 - Writing Applied Research and Funding Proposals	5 er.
Quarter 8+	DOPA 8400 - Professional Administrative Study*	5 er. per term for a minimum of 4 terms; taken continuously until completio

* Students take this course for a minimum of four quarters and are continuously enrolled until completion of their doctoral study with final chief academic officer (CAO) approval. In general, students are continuously registered in the dissertation/doctoral study course until they complete their capstone project and it is approved. This usually takes longer than the minimum required terms in the dissertation/doctoral study course shell.

To complete a doctoral study, students must obtain the academic approval of several independent evaluators including their committee, the University Research Reviewer, and the Institutional Review Board; pass the Form and Style Review; gain approval at the oral defense stage; and gain final approval by the chief academic officer. Students must also publish their doctoral study on ProQuest before their degree is conferred. Learn more about the dissertation process in the Dissertation Guidebook.

✦ Specialization in Nonprofit Management and Leadership (not currently accepting new students)

This program is not currently accepting new students. Current students must complete their programs of study in accordance with Walden's Time-to-Degree Completion policies.

As governmental and nongovernmental institutions increasingly overlap and evolve, the demand for well-educated management professionals to excel in public service continues to grow. Students can advance in the public or nonprofit sector by gaining an understanding of how to work with government and businesses to address shared issues.

Minimum Degree Requirements

- Doctoral Writing Assessment
- Professional Development Plan and Program of Study
- Foundations course (3 credits)
- Core courses (40 credits)
- Research courses (10 credits)
- Specialization courses (15 credits)
- Completion of the Doctoral study
 - Doctoral Study completion course (5 credits per term for a minimum of four terms; taken continuously until completion of the doctoral study)
 - Quarter Plans
- Two face-to-face residencies

Specialization Courses (15 credits)

DOPA 8850 - Introduction to the Nonprofit Sector (5 credits)

DOPA 8851 - Board Governance and Volunteer Management (5 credits) DOPA 8852 - Resource Development (5 credits)

Course Sequence

Students undertake courses in the following sequence.

Quarter	Course	Credits
Quarter 1	DOPA 8003 - Foundations in Doctoral Studies	3 er.
	DOPA 8405 - Ethics and Social Justice	5 er.
Quarter 2	DOPA 8390 - Strategic Context of Public Management and Leadership	5 er.
	RSCH 8110 - Research Theory, Design, and Methods	5 er.
Complete Residency 1 face-to-face in Terms 3 or 4.		
Quarter 3	DOPA 8382 - Public Policy and Finance	5 er.
	DOPA 8200 - Management Techniques for the Public Sector	5 er.
Quarter 4	DOPA 8111 - Leadership and Organizational Change	5 er.
	RSCH 8210 - Quantitative Reasoning and Analysis	5 er.
Quarter 5	DOPA 8112 - Governance and Public Policy	5 er.
	Specialization Course 1	5 er.
Complete Residency 2 face-to-face in Terms 6 or 7.		
Quarter 6	DOPA 8210 - Analytics for Evidence-Based Decision-Making	5 er.

Quarter	Course	Credits
Quarter 7	Specialization Course 3	5 er.
	DOPA 8300 - Writing Applied Research and Funding Proposals	5 er.
Quarter 8+	DOPA 8400 - Professional Administrative Study*	5 er. per term for a minimum of 4 terms; taken continuously until completion

* Students take this course for a minimum of four quarters and are continuously enrolled until completion of their doctoral study with final chief academic officer (CAO) approval. In general, students are continuously registered in the dissertation/doctoral study course until they complete their capstone project and it is approved. This usually takes longer than the minimum required terms in the dissertation/doctoral study course shell.

To complete a doctoral study, students must obtain the academic approval of several independent evaluators including their committee, the University Research Reviewer, and the Institutional Review Board; pass the Form and Style Review; gain approval at the oral defense stage; and gain final approval by the chief academic officer. Students must also publish their doctoral study on ProQuest before their degree is conferred. Learn more about the dissertation process in the Dissertation Guidebook.



Specialization in Policy Analysis (not

currently accepting new students) **This program is not currently accepting new students.** Current students must complete their programs of study in accordance with Walden's Time-to-Degree Completion policies.

Policy shapes the workings of government and its partners. This specialization provides an understanding of the critical context within which organizations and individuals act in a democratic society. Students will be prepared to function knowledgeably within this context and to work collaboratively to help shape public policy development and implementation.

Minimum Degree Requirements

- Doctoral Writing Assessment
- Professional Development Plan and Program of Study
- Foundations course (3 credits)
- Core courses (40 credits)
- Research courses (10 credits)
- Specialization courses (15 credits)
- Completion of the Doctoral study
 - Doctoral Study completion course (5 credits per term for a minimum of four terms; taken continuously until completion of the doctoral study)
 - Quarter Plans
- Two face-to-face residencies

Specialization Courses (15 credits)

DOPA 8380 - Policy and Politics in American Political Institutions (5 credits) DOPA 8381 - Public Policy and Evaluation (5 credits)

DOPA 8382 - Public Policy and Finance (5 credits)

Course Sequence

Students undertake courses in the following sequence.

Quarter	Course	Credits
Quarter 1	DOPA 8003 - Foundations in Doctoral Studies	3 er.
	DOPA 8405 - Ethics and Social Justice	5 er.
Quarter 2	DOPA 8390 - Strategic Context of Public Management and Leadership	5 er.
	RSCH 8110 - Research Theory, Design, and Methods	5 er.
Complete Residency 1 face-to-face in Terms 3 or 4.		
Quarter 3	DOPA 8382 - Public Policy and Finance	5 er.
	DOPA 8200 - Management Techniques for the Public Sector	5 er.
Quarter 4	DOPA 8111 - Leadership and Organizational Change	5 er.
	RSCH 8210 - Quantitative Reasoning and Analysis	5 er.
Quarter 5	DOPA 8112 - Governance and Public Policy	5 er.
	Specialization Course 1	5 er.
Complete Residency 2 face-to-face in Terms 6 or 7.		
Quarter 6	DOPA 8210 - Analytics for Evidence-Based Decision-Making	5 er.
	Specialization Course 2	5 er.
Quarter 7	Specialization Course 3	5 er.
	DOPA 8300 - Writing Applied Research and Funding Proposals	5 er.
Quarter 8+	DOPA 8400 - Professional Administrative Study*	5 er. per term for a minimum of 4 terms; taken continuously until completion

* Students take this course for a minimum of four quarters and are continuously enrolled until completion of their doctoral study with final chief academic officer (CAO) approval. In general, students are continuously registered in the dissertation/doctoral study course until they complete their capstone project and it is approved. This usually takes longer than the minimum required terms in the dissertation/doctoral study course shell.

To complete a doctoral study, students must obtain the academic approval of several independent evaluators including their committee, the University Research Reviewer, and the Institutional Review Board; pass the Form and Style Review; gain approval at the oral defense stage; and gain final approval by the chief academic officer. Students must also publish their

doctoral study on ProQuest before their degree is conferred. Learn more about the dissertation process in the Dissertation Guidebook.

+ Specialization in Terrorism, Mediation, and Peace (not currently accepting new students)

This program is not currently accepting new students. Current students must complete their programs of study in accordance with Walden's Time-to-Degree Completion policies.

The threat of terrorism is a constant concern prompting a continuing focus on preventing and resolving terrorist attacks. In this specialization, students learn the immediate and long-term implications of antiterrorist legislation and policies. They can study how terrorism policies are drafted and enforced while they analyze the ethical issues related to human rights and the psychology of terrorism. Students explore the effects of disaster, crisis, and trauma and the appropriate interventions for individuals and groups. They examine the roots of international and domestic terrorism, the catalysts and motivations for terrorist acts, and how media and technology may aid or counter terrorist activities.

Minimum Degree Requirements

- Doctoral Writing Assessment
- Professional Development Plan and Program of Study
- Foundations course (3 credits)
- Core courses (40 credits)
- Research courses (10 credits)
- Specialization courses (15 credits)
- Completion of the Doctoral study
 - Doctoral Study completion course (5 credits per term for a minimum of four terms; taken continuously until completion of the doctoral study)
 - Quarter Plans
- Two face-to-face residencies

Specialization Courses (15 credits)

DOPA 8320 - Public Policy Implications of Terrorism Legislation and Policies (5 credits) DOPA 8740 - Disaster, Crisis, and Trauma (5 credits)

DOPA 8741 - Psychology of Terrorism (5 credits)

Course Sequence

Students undertake courses in the following sequence.

Quarter	Course	Credits
Quarter 1	DOPA 8003 - Foundations in Doctoral Studies	3 cr.
	DOPA 8405 - Ethics and Social Justice	5 cr.
Quarter	Course	Credits
Quarter 2	DOPA 8390 - Strategic Context of Public Management and Leadership	5 cr.
	RSCH 8110 - Research Theory, Design, and Methods	5 cr.

Complete Residency 1 face-to-face in Terms 3 or 4.		
Quarter 3	DOPA 8382 - Public Policy and Finance	5 er.
	DOPA 8200 - Management Techniques for the Public Sector	5 er.
Quarter 4	DOPA 8111 - Leadership and Organizational Change	5 er.
	RSCH 8210 - Quantitative Reasoning and Analysis	5 er.
Quarter 5	DOPA 8112 - Governance and Public Policy	5 er.
	Specialization Course 1	5 er.
Complete Residency 2 face-to-face in Terms 6 or 7.		
Quarter 6	DOPA 8210 -Analytics for Evidence-Based Decision-Making	5 er.
	Specialization Course 2	5 er.
Quarter 7	Specialization Course 3	5 er.
	DOPA 8300 - Writing Applied Research and Funding Proposals	5 er.
Quarter 8+	DOPA 8400 - Professional Administrative Study*	5 er. per term for a minimum of 4 terms; taken continuously until completion

* Students take this course for a minimum of four quarters and are continuously enrolled until completion of their doctoral study with final chief academic officer (CAO) approval. In general, students are continuously registered in the dissertation/doctoral study course until they complete their capstone project and it is approved. This usually takes longer than the minimum required terms in the dissertation/doctoral study course shell.

To complete a doctoral study, students must obtain the academic approval of several independent evaluators including their committee, the University Research Reviewer, and the Institutional Review Board; pass the Form and Style Review; gain approval at the oral defense stage; and gain final approval by the chief academic officer. Students must also publish their doctoral study on ProQuest before their degree is conferred. Learn more about the dissertation process in the Dissertation Guidebook.

Course Sequence

Students undertake courses in the following sequence.

Quarter	Course	Credits
Quarter 1	DOPA 8003 - Foundations in Doctoral Studies	3 credits
	DOPA 8405 - Ethics and Social Justice	5 credits
Quarter 2	DOPA 8391 - Doctoral Seminar 1: Welcome to the Capstone Journey	1 credits

	RSCH 8110 - Research Theory, Design, and Methods	5 credits
Complete Residency 1 prior to completion of DDPA 8210.		
Quarter 3	DOPA 8390 - Strategic Context of Public Management and	5 credits
Quarter	Leadership Course	Credits
	DOPA 8392 - Doctoral Seminar 2: Building Knowledge and Skills	1 credits
Quarter 4 Frameworks	RSCH 8210 - Quantitative Reasoning and Analysis OR RSCH	5 credits

Complete Residency 2 prior to completion of the first DDPA 8400 Professional Administrative Study course.

Quarter 5 DOPA 8112 - Governance and Public Policy 5 credits

	DOPA 8394 - Doctoral Seminar 4: Developing Methods and	1 credits
	Maintaining Alignment	
Quarter 6	DOPA 8382 - Public Policy and Finance	5 credits
	DOPA 8395 - Doctoral Seminar 5: Transition to Candidacy	1 credits
Quarter 7	DOPA 8200 - Management Techniques for the Public Sector	5 credits
	DOPA 8111 - Leadership and Organizational Change	5 credits

Quarter 8 DOPA 8210 - Analytics for Evidence-Based Decision-Making 5 credits

Quarter 9+	DOPA 8400 - Professional Administrative Study	5 credits per term for a minimum of 4 terms; taken continuously until completion and approved by CAO
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*Students take this course for a minimum of four quarters and are continuously enrolled until completion of their doctoral study with final chief academic officer (CAO) approval. In general, students are continuously registered in the dissertation/doctoral study course until they complete their capstone project and it is approved. This usually takes longer than the minimum required terms in the dissertation/doctoral study course shell.

To complete a doctoral study, students must obtain the academic approval of several independent evaluators including their committee, the University Research Reviewer, and the Institutional Review Board; pass the Form and Style Review; gain approval at the oral defense stage; and gain final approval by the chief academic officer. Students must also publish their doctoral study on ProQuest before their degree is conferred. Learn more about the dissertation process in the Dissertation Guidebook.

Doctoral Writing Assessment

Students who start or readmit to doctoral programs at Walden University in the university catalog for academic year 2017 or later will complete the university's required doctoral writing assessment. Designed to evaluate incoming doctoral students' writing skills, this assessment aims to help prepare incoming doctoral students to meet the university's expectations for writing at the doctoral level.

8-Year Maximum Time Frame

In general, students are continuously registered in the dissertation/doctoral study course until they complete their capstone project and it is approved. This usually takes longer than the minimum required terms in the dissertation/doctoral study course shell.

Students have up to 8 years to complete their doctoral degree requirements (see Enrollment Requirements in the student handbook). Students may petition to extend the 8-year maximum time frame, but an extension is not guaranteed.

Doctor of Public Health (DrPH)

The Doctor of Public Health (DrPH) degree prepares public health practitioners to assume positions of leadership and influence in practice-based settings. In this professional doctoral degree program, students explore public health challenges from both a domestic and global standpoint and how evidence-based research can be applied to advance public health goals. Through their coursework, students examine topics such as ethics, budgeting, critical analysis, and supervision, with an overarching emphasis on enhancing practical skills. Students in this multidisciplinary program have the opportunity to collaborate on assignments with students from other Walden College of Health Sciences and Public Policy programs.

Learning Outcomes

As a graduate of this program, students will be prepared to:

1. Critically evaluate the interdisciplinary role of stakeholders in the application and evaluation of population-based public health strategies.
2. Evaluate approaches to inform and influence public health interventions and strategies.
3. Apply research methods in the investigation of public health problems.
4. Critically evaluate evidence-based research, theories, and models used in public health.
5. Apply systems-thinking skills and strategies for the promotion of public health policy and advocacy.
6. Apply evidence-based research and practices to promote positive social change.
7. Examine the application of economic theories in relation to public health systems across diverse community settings.
8. Apply community health assessment techniques to identify, prioritize, and formulate solutions to community public health problems.
9. Apply ethical principles in public health practice.

Track 1 (For students who hold a Master of Public Health degree)

Minimum Degree Requirements

For students who hold a Master of Public Health (MPH) degree, Track 1 allows them to forgo foundational public health courses and complete the program in a shorter amount of time.

- Doctoral Writing Assessment
- Professional Development Plan and Program of Study
- Foundation course (5 credits)
- Core courses (55 credits)
- Research courses (5 credits)
- DrPH Applied Practice Experience (APE) (2credits) - (complete a minimum of 80 hours of applied practice work)
- Completion of Doctoral Capstone
 - Capstone writing courses (continuous enrollment in 5 credits per term for a minimum of 3 terms until completion)
 - Quarter Plans
- Two residencies

Curriculum

Foundation Courses (5 credits)

PUBH 8007 - Public Health Essentials (0 credits)

PUBH 8004 - Foundations of Doctoral Success in Public Health* (5 credits)

- Students may take this as a non-degree course.

Core Courses (55 credits)

PUBH 8051 -Advanced Issues in Global Public Health (5 credits)

PUBH 8410 - Fundamentals of Leadership, System Evaluation, and Interventions in Public Health* (5 credits)

- Students may take this as a non-degree course.

PUBH 8510 - Doctoral Seminar I* (1 credits)

- Students may take this as a non-degree course.

PUBH 8512 - Doctoral Seminar II* (1 credits)

- Students may take this as a non-degree course.

PUBH 8040 -Advanced Public Health Policy and Advocacy* (5 credits)

- Students may take this as a non-degree course.

PUBH 8211 - Research Methods for Public Health* (5 credits)

- Students may take this as a non-degree course.

PUBH 8044 -Advanced Program Evaluation* (5 credits)

- Students may take this as a non-degree course.

PUSH 8048 - Research Applications of Theories, Models, and Conceptual Frameworks in Public Health* (5 credits)

- Students may take this as a non-degree course.

PUSH 8317 - Financing Public Health Systems* (5 credits)

- Students may take this as a non-degree course.

PUSH 8514 - Doctoral Seminar III* (1 credits)

- Students may take this as a non-degree course.

PUSH 8546 -Advanced Analysis of Community Health Data and Surveillance in Public Health (5 credits)

PUSH 8132 - Communication and Social Marketing Strategies for Public Health Leaders* (5 credits)

- Students may take this as a non-degree course.

PUSH 8516 - Doctoral Seminar IV* (1 credits)

- Students may take this as a non-degree course.

PUSH 8248 -Advanced Research Methods in Public Health Practice* (5 credits)

- Students may take this as a non-degree course.

PUSH 8518 - Doctoral Seminar V* (1 credits)

- Students may take this as a non-degree course.

Research courses (5 credits)

RSCH 8110 - Research Theory, Design, and Methods* (5 credits)

- Students may take this as a non-degree course.

Applied Practice Experience (2 credits)

PUSH 8990 - DrPH Applied Practice Experience* (2 credits)

- Students may take this as a non-degree course.

Completion of the Doctoral Capstone

PUSH 9100 - Public Health Capstone (5 credits per term for a minimum of 3 quarters until completion)

Course Sequence

Students undertake courses in the following sequence.

Quarter

Course

Quarter 1

PUBH 8007 - Public Health Essentials

PUBH 8004 - Foundations of Doctoral Success in Public Health

Credits
 0 credits
 5 credits

Complete Residency 1 after successful completion of PUBH 8004; required in order to advance into RSCH 8110 or PUBH 8048.

Quarter 2	PUBH 8051 - Advanced Issues in Global Public Health	5 credits
	PUBH 8410 - Fundamentals of Leadership, System Evaluation, and Interventions in Public Health	5 credits
	PUBH 8510 - Doctoral Seminar I	1 credits
Quarter 3	RSCH 8110 - Research Theory, Design, and Methods	5 credits
	PUBH 8512 - Doctoral Seminar II	1 credits
	PUBH 8040 - Advanced Public Health Policy and Advocacy	5 credits
Quarter 4	PUBH 8211 - Research Methods for Public Health	5 credits
	PUBH 8044 - Advanced Program Evaluation	5 credits
Quarter 5	PUBH 8048 - Research Applications of Theories, Models, and Conceptual Frameworks in Public Health	5 credits
	Complete Residency 2 after successful completion of PUBH 8048 and prior to PUBH 9100 - Public Health Capstone.	
	PUBH 8317 - Financing Public Health Systems	5 credits
	PUBH 8514 - Doctoral Seminar III	1 credits
Quarter 6	PUBH 8546 - Advanced Analysis of Community Health Data and Surveillance in Public Health	5 credits
	PUBH 8132 - Communication and Social Marketing Strategies for Public Health Leaders	5 credits
	PUBH 8516 - Doctoral Seminar IV	1 credits
Quarter 7	PUBH 8248 - Advanced Research Methods in Public Health	5 credits
	Practice	
	PUBH 8990 - DrPH Applied Practice Experience	2 credits
	PUBH 8518 - Doctoral Seminar V	1 credits

Quarter 8+	PUBH 9100 - Public Health Capstone*	Continuous enrollment in 5 credits per term for a minimum of 3 terms; taken continuously until completion
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* Students take this course for a minimum of three terms and are continuously enrolled until completion of their doctoral study with final chief academic officer (CAO) approval. In general, students are continuously registered in the doctoral study course until they complete their capstone project and it is approved. This usually takes longer than the minimum required terms in the doctoral study course shell.

To complete a doctoral study, students must obtain the academic approval of several independent evaluators including their committee, the University Research Reviewer, and the Institutional Review Board; pass the Form and Style Review; gain approval at the oral defense stage; and gain final approval by the chief academic officer. Students must also publish their doctoral study on ProQuest before their degree is conferred. Learn more about the doctoral study process in the Doctoral Study Guidebook.

Track 2 (For students who have a master's degree in an academic discipline other than public health)

Minimum Degree Requirements

- Doctoral Writing Assessment
- Professional Development Plan and Program of Study
- Foundations course (5 credits)
- Core courses (76 credits)
- Research courses (5 credits)
- DrPH Applied Practice Experience (APE) (2credits) - (complete a minimum of 80 hours of applied practice work)
- Completion of Doctoral Capstone
- o Capstone writing courses (5 credits per term for a minimum of 3 terms; taken continuously until completion)
 - Two residencies

Curriculum

Foundation Course (5 credits)

PUBH 8007 - Public Health Essentials (0 credits)

PUBH 8004 - Foundations of Doctoral Success in Public Health* (5 credits)

- Students may take this as a non-degree course.

Core Courses (76 credits)

PUBH 8038 - Health Behavior Theory* (5 credits)

- Students may take this as a non-degree course.

PUBH 8032 - SPSS Revealed (1 credits)

PUBH 8051 -Advanced Issues in Global Public Health (5 credits)

PUBH 8033 - Interpretation and Application of Public Health Data* (5 credits)

- Students may take this as a non-degree course.

PUBH 8035 - Epidemiology: Decoding the Science of Public Health* (5 credits)

- Students may take this as a non-degree course.

PUBH 8410 - Fundamentals of Leadership, System Evaluation, and Interventions in Public Health* (5 credits)

- Students may take this as a non-degree course.

PUBH 8034 - Environmental Health: Local to Global* (5 credits)

- Students may take this as a non-degree course.

PUBH 8040 -Advanced Public Health Policy and Advocacy* (5 credits)

- Students may take this as a non-degree course.

PUBH 8510 - Doctoral Seminar I* (1 credits)

- Students may take this as a non-degree course.

PUBH 8512 - Doctoral Seminar II* (1 credits)

- Students may take this as a non-degree course.

PUBH 8317 - Financing Public Health Systems* (5 credits)

- Students may take this as a non-degree course.

PUBH 8211 - Research Methods for Public Health* (5 credits)

- Students may take this as a non-degree course.

PUBH 8044 -Advanced Program Evaluation* (5 credits)

- Students may take this as a non-degree course.

PUBH 8048 - Research Applications of Theories, Models, and Conceptual Frameworks in Public Health* (5 credits)

- Students may take this as a non-degree course.

PUBH 8514 - Doctoral Seminar III* (1 credits)

- Students may take this as a non-degree course.

PUBH 8546 -Advanced Analysis of Community Health Data and Surveillance in Public Health (5 credits)

PUBH 8132 - Communication and Social Marketing Strategies for Public Health Leaders* (5 credits)

- Students may take this as a non-degree course.

PUBH 8516 - Doctoral Seminar IV* (1 credits)

- Students may take this as a non-degree course.

PUBH 8248 -Advanced Research Methods in Public Health Practice* (5 credits)

- Students may take this as a non-degree course.

PUBH 8518 - Doctoral Seminar V* (1 credits)

- Students may take this as a non-degree course.

Research courses (5 credits)

RSCH 8110 - Research Theory, Design, and Methods* (5 credits)

- Students may take this as a non-degree course.

Applied Practice Experience (2 credits)

PUBH 8990 - DrPH Applied Practice Experience* (2 credits)

- Students may take this as a non-degree course.

Completion of the Doctoral Capstone

PUBH 9100 - Public Health Capstone (5 credits per term for a minimum of 3 quarters until completion)

Course Sequence

Students undertake courses in the following sequence.

Quarter	Course
Quarter 1	PUBH 8007 - Public Health Essentials
	PUBH 8004 - Foundations of Doctoral Success in Public Health

Credits

0 credits

5 credits

Complete Residency 1 after successful completion of PUBH 8004; required in order to advance into RSCH 8110 or PUBH 8048.

Quarter 2	PUBH 8038 - Health Behavior Theory	5 credits
	PUBH 8032 - SPSS Revealed	1 credits
Quarter 3	PUBH 8051 - Advanced Issues in Global Public Health	5 credits
	PUBH 8033 - Interpretation and Application of Public Health	5 credits
	Data	
Quarter 4	PUBH 8035 - Epidemiology: Decoding the Science of Public Health	5 credits
	PUBH 8410 - Fundamentals of Leadership, System Evaluation, and Interventions in Public Health	5 credits
Quarter 5	PUBH 8034 - Environmental Health: Local to Global	5 credits
	PUBH 8040 - Advanced Public Health Policy and Advocacy	5 credits
	PUBH 8510 - Doctoral Seminar I	1 credits
Quarter 6	RSCH 8110 - Research Theory, Design, and Methods	5 credits
	PUBH 8512 - Doctoral Seminar II	1 credits
	PUBH 8317 - Financing Public Health Systems	5 credits

Quarter	Course	Credits
Quarter 7	PUBH 8211 - Research Methods for Public Health	5 credits
	PUBH 8044 - Advanced Program Evaluation	5 credits
Quarter 8	PUBH 8048 - Research Applications of Theories, Models, and Conceptual Frameworks in Public Health	5 credits
	Complete Residency 2 after successful completion of PUBH 8048 and prior to PUBH 9100 - Public Health Capstone.	
	PUBH 8514 - Doctoral Seminar III	1 credits
Quarter 9	PUBH 8546 - Advanced Analysis of Community Health Data and Surveillance in Public Health	5 credits
	PUBH 8132 - Communication and Social Marketing Strategies for Public Health Leaders	5 credits
	PUBH 8516 - Doctoral Seminar IV	1 credits
Quarter 10	PUBH 8248 -Advanced Research Methods in Public Health Practice	5 credits
	PUBH 8990 - DrPH Applied Practice Experience	2 credits
	PUBH 8518 - Doctoral Seminar V	1 credits
Quarter 11+	PUBH 9100 - Public Health Capstone*	Continuous enrollment in 5 credits per term for a minimum of 3 terms; taken continuously until completion

* Students take this course for a minimum of three terms and are continuously enrolled until completion of their doctoral study with final chief academic officer (CAO) approval. In general, students are continuously registered in the doctoral study course until they complete their capstone project and it is approved. This usually takes longer than the minimum required terms in the doctoral study course shell.

To complete a doctoral study, students must obtain the academic approval of several independent evaluators including their committee, the University Research Reviewer, and the Institutional Review Board; pass the Form and Style Review; gain approval at the oral defense stage; and gain final approval by the chief academic officer. Students must also publish their doctoral study on ProQuest before their degree is conferred. Learn more about the doctoral study process in the Doctoral Study Guidebook.

Doctoral Writing Assessment

Students who start or readmit to doctoral programs at Walden University in the university catalog for academic year 2017 or later will complete the university's required doctoral writing assessment. Designed to evaluate incoming doctoral

students' writing skills, this assessment aims to help prepare incoming doctoral students to meet the university's expectations for writing at the doctoral level.

Note on Accreditation



The Council on Education for Public Health (CEPH) Board of Councilors acted at its September 6, 2019, meeting to accredit the Master of Public Health (MPH) Program at Walden University for a five-year term, based on an application for accreditation submitted on February 3, 2018. On June 5, 2020, the CEPH Board of Councilors accredited the Doctor of Public Health (DrPH) at Walden University, after reviewing an accreditation application submitted on April 21, 2020. CEPH is an

independent agency recognized by the U.S. Department of Education to accredit schools of public health and programs of public health. CEPH accreditation provides assurance that the program has been evaluated and met accepted public health profession standards in practice, research, and service. For a copy of the final self-study document and/or final accreditation report, please contact the dean of the School of Health Sciences (adchshealth@mail.waldenu.edu).

Note on Certification

The National Board of Public Health Examiners (NBPHE) offers the Certified in Public Health (CPH) credential as a voluntary core credential for public health professionals. As the eligibility criteria may change periodically, students should visit <https://www.nbphe.org/eligibility> for more information about certification in public health. It is the individual's responsibility to understand, evaluate, and comply with all requirements relating to national certification. Walden makes no representations or guarantees that completion of Walden coursework or programs will permit an individual to obtain national certification or practice as a public health professional in the state where they intend to practice.

8-Year Maximum Time Frame

In general, students are continuously registered in the dissertation/doctoral study course until they complete their capstone project and it is approved. This usually takes longer than the minimum required terms in the dissertation/doctoral study course shell.

Students have up to 8 years to complete their doctoral degree requirements (see Enrollment Requirements in the student handbook). Students may petition to extend the 8-year maximum time frame, but an extension is not guaranteed.

PhD in Public Health

In the PhD in Public Health program focuses on seeking solutions to significant public health problems by applying and integrating knowledge into public health practice and research. Through the program, the development and demonstration of research and analytical skills are fostered to prepare students for careers in academia or in public and private organizations and institutions. Students may elect to specialize in either Community Health, Environmental and Occupational Health, or Epidemiology.

Learning Outcomes

At the end of the program, students will be able to:

1. Apply ethical decision-making in public health research.
2. Design public health research proposals that are evidence based and competitive.
3. Critically evaluate scholarly literature in public health and related disciplines.
4. Demonstrate leadership skills to facilitate evidence-based public health solutions.

5. Conduct original public health research that has the ability to promote positive social change in diverse populations.
6. Demonstrate appropriate communication skills necessary to deliver complex public health research and information to professional audiences.

Program Tracks

The PhD program has two tracks, providing different levels of foundational knowledge based on the students' studies prior to entering the program. All students complete the same core and specialization curriculum.

- **Track 1:** Students who enter the program with a master's degree in public health (MPH) complete PHLT 8006/8011 - Foundations of Doctoral Success in Public Health followed by the program's core and specialization courses.
- **Track 2:** Students who enter the program with a bachelor's degree or with a graduate degree that is not in public health complete a set of foundational courses in the core competencies and practice of public health before they move on to the sequence of courses described for Track 2, followed by the core and specialization courses.

Minimum Degree Requirements

- Doctoral Writing Assessment
- Foundation courses (5 credits)
- Core courses
 - Track 1
 - Community Health: 43 credits
 - Environmental and Occupational Health: 43 credits
 - Epidemiology: 43 credits
 - Track 2
 - Community Health: 69 credits
 - Environmental and Occupational Health: 69 credits
 - Epidemiology: 69 credits
- Specialization courses
 - Track 1
 - Community Health: 15 credits
 - Environmental and Occupational Health: 15 credits
 - Epidemiology: 15 credits
 - Track 2
 - Community Health: 15 credits
 - Environmental and Occupational Health: 15 credits
 - Epidemiology: 15 er
- Dissertation Seminar (5 credits)
- Completion of Dissertation (15 credits minimum)
 - Dissertation writing courses (continuous enrollment in 5 credits per term for a minimum of 3 terms until completion)
- Four PhD residencies

Curriculum

Foundation Courses

PHLT 8006 - Foundations of Doctoral Success in Public Health* (5 credits)

- Students may take this as a non-degree course.

OR

PHLT 8011 - Foundations of Doctoral Success in Public Health* (5 credits)

- Students may take this as a non-degree course.

Core Courses

Track 2 Core Courses

PHLT 8032 - SPSS Revealed (1 credits)

PHLT 8033 - Interpretation and Application of Public Health Data (5 credits) PHLT 8034 - Environmental Health* (5 credits)

- Students may take this as a non-degree course.

PHLT 8035 - Epidemiology: Decoding the Science of Public Health (5 credits) PHLT 8038 - Health Behavior Theory* (5 credits)

- Students may take this as a non-degree course.

Choose one of the following courses:

PHLT 8031 - Public Health Administration and Leadership* (5 credits)

- Students may take this as a non-degree course.

PHLT 8128 - Biological Foundations of Public Health* (5 credits)

- Students may take this as a non-degree course.

Track 1 and 2 Core Courses

PHLT 8042 - Public Health Ethics* (3 credits)

- Students may take this as a non-degree course.

PHLT 8046 - Grant Writing and Review for Public Health Research* (5 credits)

- Students may take this as a non-degree course.

PHLT 8051 -Advanced Issues in Global Public Health* (5 credits)

- Students may take this as a non-degree course.

PHLT 8076 - Fundamentals of Mapping and Geographic Information Systems for Public Health* (5 credits)

- Students may take this as a non-degree course.

PHLT 8270 - Health Informatics and Surveillance* (5 credits)

- Students may take this as a non-degree course.

PHLT 8402 -Applied Leadership and Multicultural Perspectives in Public Health* (5 credits)

- Students may take this as a non-degree course.

PHLT 8500 -Advanced Biostatistics (5 credits)

PHLT 8560 -Advanced Analysis of Secondary Data* (5 credits)

- Students may take this as a non-degree course.

RSCH 8110 - Research Theory, Design, and Methods* (5 credits)

- Students may take this as a non-degree course.

RSCH 8210 - Quantitative Reasoning and Analysis* (5 credits)

- Students may take this as a non-degree course.

RSCH 8260 -Advanced Quantitative Reasoning and Analysis (5 credits) RSCH 8310 - Qualitative Reasoning and Analysis* (5 credits)

- Students may take this as a non-degree course.

RSCH 8360 -Advanced Qualitative Reasoning and Analysis (5 credits) RSCH 8460 -Advanced Mixed-Methods Reasoning and Analysis (5 credits)

Specialization Courses

Please refer to the specialization section for required courses in each specialization and track.

- Specialization in Community Health
- Specialization in Environmental and Occupational Health
- Specialization in Epidemiology

Dissertation Seminar Courses

PHLT 8060 - Dissertation Seminar I* (1 credits)

- Students may take this as a non-degree course.

PHLT 8062 - Dissertation Seminar II (1 credits) PHLT 8064 - Dissertation Seminar III (1 credits) PHLT 8066 - Dissertation Seminar IV (1 credits) PHLT 8068 - Dissertation Seminar V (1 credits)

Completion of the Dissertation

PHLT 9000 - Dissertation (5 credits)

Specialization in Community Health

Students in the Community Health specialization focus on the medical, social, political, ethical, and economic factors that contribute to the overall well-being of public health systems and the communities they serve.

Learning Outcomes

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

1. Apply ethical decision-making in public health research.
2. Design public health research proposals that are evidence based and competitive.
3. Critically evaluate scholarly literature in public health and related disciplines.
4. Demonstrate leadership skills to facilitate evidence-based public health solutions.
5. Conduct original public health research that has the ability to promote positive social change in diverse populations.
6. Demonstrate appropriate communication skills necessary to deliver complex public health research and information to professional audiences.
7. Apply public health and behavior change theories used in the prevention of disease and disability.
8. Assess evidence-based community health programs and activities.

Specialization Courses (15 credits)

PHLT 8048 - Research and Application of Public Health and Behavior Change Theories (5 credits) PHLT 8450 - Community Health Assessment* (5 credits)

- Students may take this as a non-degree course.

Choose one of the following courses:

PHLT 8040-Advanced Public Health Policy and Advocacy* (5 credits)

- Students may take this as a non-degree course.

PHLT 8044 -Advanced Program Evaluation* (5 credits)

- Students may take this as a non-degree course.

PHLT 8054 - Lifestyle and Chronic Diseases* (5 credits)

- Students may take this as a non-degree course.

+ Specialization in Community Health Track 1 (for students entering with an MPH)

For Track 1 the recommended course sequence is as follows:

Quarter	Course	Credits
Quarter 1	PHLT 8006 - Foundations of Doctoral Success in Public Health	5 credits
	OR PHLT 8011 - Foundations of Doctoral Success in Public Health	
PhD Residency 1: must be completed before taking RSCH 8110H (Quarter 3)		
Quarter 2	PHLT 8051 - Advanced Issues in Global Public Health	5 credits
	PHLT 8402 -Applied Leadership and Multicultural Perspectives in Public Health	5 credits
	PHLT 8060 - Dissertation Seminar I	1 credits
Quarter 3	RSCH 8110 - Research Theory, Design, and Methods	5 credits
	PHLT 8062 - Dissertation Seminar II	1 credits
	PHLT 8042 - Public Health Ethics	3 credits
PhD Residency 2: must be completed after RSCH 8110H (Quarter 3) and before PHLT 8068 (Quarter 7)		
Quarter 4	RSCH 8210 - Quantitative Reasoning and Analysis	5 credits
	PHLT 8270 - Health Informatics and Surveillance	5 credits
	PHLT 8064 - Dissertation Seminar III	1 credits
PhD Residency 3: must be completed after RSCH 8210H (Quarter 4) and before PHLT 9000 (Quarter 8)		
Quarter 5	RSCH 8310 - Qualitative Reasoning and Analysis	5 credits
	PHLT 8046 - Grant Writing and Review for Public Health Research	5 credits
Quarter 6	PHLT 8048 - Research and Application of Public Health and Behavior Change Theories	5 credits
	PHLT 8450 - Community Health Assessment	5 credits
	PHLT 8066 - Dissertation Seminar IV	1 credits

Quarter 7	Choose one of the following: <ul style="list-style-type: none"> • RSCH 8360 - Advanced Qualitative Reasoning and Analysis • RSCH 8260 - Advanced Quantitative Reasoning and Analysis • RSCH 8460 - Advanced Mixed-Methods Reasoning and Analysis • PHLT 8076 - Fundamentals of Mapping and Geographic Information Systems for Public Health • PHLT 8560 - Advanced Analysis of Secondary Data • PHLT 8500 - Advanced Biostatistics 	5 credits
	Choose one of the following: <ul style="list-style-type: none"> • PHLT 8044 - Advanced Program Evaluation • PHLT 8040 - Advanced Public Health Policy and Advocacy • PHLT 8054 - Lifestyle and Chronic Diseases 	5 credits
PHLT 8068 - Dissertation Seminar V		1 credits
Quarter 8+	PHLT 9000 - Dissertation*	5 credits (continuously registered until completed and approved; minimum 15 credits)
Complete PhD Residency 4 after your prospectus is approved		

* In general, students are continuously registered in the dissertation/doctoral study course until they complete their capstone project and it is approved. This usually takes longer than the minimum required terms in the dissertation/doctoral study course shell.

✚Specialization in Community Health Track 2 For Track 2 the recommended course sequence is as follows:

Quarter	Course	Credits
Quarter 1	PHLT 8006 - Foundations of Doctoral Success in Public Health OR PHLT 8011 - Foundations of Doctoral Success in Public Health	5 credits
PhD Residency 1: must be completed before taking RSCH 8110H (Quarter 6)		
Quarter 2	PHLT 8038 - Health Behavior Theory	5 credits
	PHLT 8032 - SPSS Revealed	1 credits
Quarter 3 of Public Health Data	PHLT 8033 - Interpretation and Application 5 credits	
	PHLT 8031 - Public Health Administration and Leadership OR	5 credits

	PHLT 8128 - Biological Foundations of Public Health	
Quarter 4	PHLT 8035 - Epidemiology: Decoding the Science of Public Health	5 credits
	PHLT 8034 - Environmental Health	5 credits
Quarter 5	PHLT 8051 - Advanced Issues in Global Public Health	5 credits
	PHLT 8402 - Applied Leadership and Multicultural Perspectives in Public Health	5 credits
	PHLT 8060 - Dissertation Seminar I	1 credits
Quarter 6	RSCH 8110 - Research Theory, Design, and Methods	5 credits
	PHLT 8062 - Dissertation Seminar II	1 credits
	PHLT 8042 - Public Health Ethics	3 credits
PhD Residency 2: must be completed after RSCH 8110H (Quarter 6) and before PHLT 8068 (Quarter 10)		
Quarter 7	RSCH 8210 - Quantitative Reasoning and Analysis	5 credits
	PHLT 8270 - Health Informatics and Surveillance	5 credits
	PHLT 8064 - Dissertation Seminar III	1 credits
PhD Residency 3: must be completed after RSCH 8210 (Quarter 7) and before PHLT 9000 (Quarter 11)		
Quarter 8	RSCH 8310 - Qualitative Reasoning and Analysis	5 credits
	PHLT 8046 - Grant Writing and Review for Public Health Research	5 credits
Quarter 9	PHLT 8048 - Research and Application of Public Health and Behavior Change Theories	5 credits
	PHLT 8450 - Community Health Assessment	5 credits
	PHLT 8066 - Dissertation Seminar IV	1 credits

Quarter	Course	Credits
Quarter 10	Choose <i>one</i> of the following: <ul style="list-style-type: none"> • RSCH 8360 - Advanced Qualitative Reasoning and Analysis • RSCH 8260 - Advanced Quantitative Reasoning and Analysis • RSCH 8460 - Advanced Mixed-Methods Reasoning and Analysis • PHLT 8076 - Fundamentals of Mapping and Geographic Information Systems for Public Health • PHLT 8560 - Advanced Analysis of Secondary Data • PHLT 8500 - Advanced Biostatistics 	5 credits
	Choose <i>one</i> of the following: <ul style="list-style-type: none"> • PHLT 8044 - Advanced Program Evaluation • PHLT 8040 - Advanced Public Health Policy and Advocacy • PHLT 8054 - Lifestyle and Chronic Diseases 	5 credits
	PHLT 8068 - Dissertation Seminar V	1 credits
Quarter 11+	PHLT 9000 - Dissertation*	5 credits (continuously registered until completed and approved; minimum 15 credits)
Complete PhD Residency 4 after your prospectus is approved.		

* In general, students are continuously registered in the dissertation/doctoral study course until they complete their capstone project and it is approved. This usually takes longer than the minimum required terms in the dissertation/doctoral study course shell.

Specialization in Environmental and Occupational Health

A PhD in Public Health with a specialization in Environmental and Occupational Health prepares public health professionals to foster healthier home, public, and work environments through research, policymaking, and health promotion.

Learning Outcomes

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

1. Apply ethical decision-making in public health research.
2. Design public health research proposals that are evidence based and competitive.
3. Critically evaluate scholarly literature in public health and related disciplines.
4. Demonstrate leadership skills to facilitate evidence-based public health solutions.
5. Conduct original public health research that has the ability to promote positive social change in diverse populations.
6. Demonstrate appropriate communication skills necessary to deliver complex public health research and information to professional audiences.

7. Apply environmental and occupational health measurement principles to analysis of public health problems.

8. Design environmentally sound evidence-based solutions for public health hazards.

Specialization Courses (15 credits)

PHLT 8702 - Environmental and Occupational Exposure Measurement and Assessment* (5 credits)

- Students may take this as a non-degree course.

PHLT 8704 - Environmental and Occupational Toxicology* (5 credits)

- Students may take this as a non-degree course.

Choose one of the following courses:

PHLT 8074 - Environmental and Occupational Epidemiology* (5 credits)

- Students may take this as a non-degree course.

PHLT 8076 - Fundamentals of Mapping and Geographic Information Systems for Public Health* (5 credits)

- Students may take this as a non-degree course.

PHLT 8078 - Policy and Law for Environmental and Occupational Health* (5 credits)

- Students may take this as a non-degree course.

+ Specialization in Environmental and Occupational Health Track 1 (for students entering

with an MPH)

For Track 1 the recommended course sequence is as follows:

Quarter	Course	Credits
Quarter 1	PHLT 8006 - Foundations of Doctoral Success in Public Health OR PHLT 8011 - Foundations of Doctoral Success in Public Health	5 credits

Quart er	Course	Credits
PhD Residency 1: must be completed before RSCH 8110H (Quarter 3)		
Quarter 2	PHLT 8051 - Advanced Issues in Global Public Health	5 credits
	PHLT 8402 -Applied Leadership and Multicultural Perspectives in Public Health	5 credits
	PHLT 8060 - Dissertation Seminar I	1 credits
Quarter 3	RSCH 8110 - Research Theory, Design, and Methods	5 credits
	PHLT 8062 - Dissertation Seminar II	1 credits
	PHLT 8042 - Public Health Ethics	3 credits
PhD Residency 2: must be completed after RSCH 8110H (Quarter3) and before PHLT 8068 (Quarter 7)		
Quarter 4	RSCH 8210 - Quantitative Reasoning and Analysis	5 credits
	PHLT 8270 - Health Informatics and Surveillance	5 credits
	PHLT 8064 - Dissertation Seminar III	1 credits
PhD Residency 3: must be completed after RSCH 8210H (Quarter 4) and before PHLT 9000 (Quarter 8)		
Quarter 5	RSCH 8310 - Qualitative Reasoning and Analysis OR PHLT 8500 -Advanced Biostatistics	5 credits
	PHLT 8046 - Grant Writing and Review for Public Health Research	5 credits
	PHLT 8702 - Environmental and Occupational Exposure Measurement and Assessment	5 credits
Quarter 6	PHLT 8704 - Environmental and Occupational Toxicology	5 credits
	PHLT 8066 - Dissertation Seminar IV	1 credits
	Choose one of the following:	5 credits
Quarter 7	• RSCH 8310 - Qualitative Reasoning and Analysis	
	• RSCH 8360 - Advanced Qualitative Reasoning and Analysis	
	• RSCH 8260 - Advanced Quantitative Reasoning and Analysis	
	• RSCH 8460 - Advanced Mixed-Methods Reasoning and Analysis	
	• PHLT 8076 - Fundamentals of Mapping and Geographic Information Systems for Public Health	
	• PHLT 8560 - Advanced Analysis of Secondary Data	
	• PHLT 8500 - Advanced Biostatistics	

	Choose one of the following:	5 credits
	<ul style="list-style-type: none"> • PHLT 8078 - Policy and Law for Environmental and Occupational Health • PHLT 8074 - Environmental and Occupational Epidemiology • PHLT 8076 - Fundamentals of Mapping and Geographic Information Systems for Public Health 	
	PHLT 8068 - Dissertation Seminar V	1 credits
Quarter 8+	PHLT 9000 - Dissertation*	5 credits (continuously registered until completed and approved; minimum 15 credits)
Complete PhD Residency 4 after your prospectus is approved.		

* In general, students are continuously registered in the dissertation/doctoral study course until they complete their capstone project and it is approved. This usually takes longer than the minimum required terms in the dissertation/doctoral study course shell.

✦Specialization in Environmental and Occupational Health Track 2 For Track 2 the recommended course sequence is as follows:

Quarter	Course	Credits
Quarter 1	PHLT 8006 - Foundations of Doctoral Success in Public Health OR PHLT 8011 - Foundations of Doctoral Success in Public Health	5 credits
PhD Residency 1: must be completed before taking RSCH 811OH (Quarter 6)		
Quarter 2	PHLT 8038 - Health Behavior Theory	5 credits
	PHLT 8032 - SPSS Revealed	1 credits
Quarter 3 of Public Health Data	PHLT 8033 - Interpretation and Application	5 credits
	PHLT 8031 - Public Health Administration and Leadership OR PHLT 8128- Biological Foundations of Public Health	5 credits
Quarter 4	PHLT 8035 - Epidemiology: Decoding the Science of Public Health	5 credits
	PHLT 8034 - Environmental Health	5 credits
Quarter 5	PHLT 8051 - Advanced Issues in Global Public Health	5 credits
	PHLT 8402 -Applied Leadership and Multicultural Perspectives in Public	5 credits

	Health	
	PHLT 8060 - Dissertation Seminar I	1 credits
Quarter 6	RSCH 8110 - Research Theory, Design, and Methods	5 credits
	PHLT 8062 - Dissertation Seminar II	1 credits
	PHLT 8042 - Public Health Ethics	3 credits
PhD Residency 2: must be completed after RSCH 8110H (Quarter 6) and before PHLT 8068 (Quarter 10)		
Quarter 7	RSCH 8210 - Quantitative Reasoning and Analysis	5 credits
	PHLT 8270 - Health Informatics and Surveillance	5 credits
	PHLT 8064 - Dissertation Seminar III	1 credits
PhD Residency 3: must be completed after RSCH 8210 (Quarter 7) and before PHLT 9000 (Quarter 11)		
Quarter 8	RSCH 8310 - Qualitative Reasoning and Analysis OR PHLT 8500 - Advanced Biostatistics	5 credits
	PHLT 8046 - Grant Writing and Review for Public Health Research	5 credits
Quarter 9	PHLT 8702 - Environmental and Occupational Exposure Measurement and Assessment	5 credits
	PHLT 8704 - Environmental and Occupational Toxicology	5 credits
	PHLT 8066 - Dissertation Seminar IV	1 credits

Quarter	Course	Credits
Quarter 10	Choose one of the following: <ul style="list-style-type: none"> • RSCH 8310 - Qualitative Reasoning and Analysis • RSCH 8360 - Advanced Qualitative Reasoning and Analysis • RSCH 8260 - Advanced Quantitative Reasoning and Analysis • RSCH 8460 - Advanced Mixed-Methods Reasoning and Analysis • PHLT 8076 - Fundamentals of Mapping and Geographic Information Systems for Public Health • PHLT 8560 - Advanced Analysis of Secondary Data • PHLT 8500 - Advanced Biostatistics 	5 credits
	Choose one of the following: <ul style="list-style-type: none"> • PHLT 8078 - Policy and Law for Environmental and Occupational Health • PHLT 8074 - Environmental and Occupational Epidemiology • PHLT 8076 - Fundamentals of Mapping and Geographic Information Systems for Public Health 	5 credits
	PHLT 8068 - Dissertation Seminar V	1 credits
Quarter 11+	PHLT 9000 - Dissertation*	5 credits (continuously registered until completed and approved; minimum 15 credits)
Complete PhD Residency 4 after your prospectus is approved.		

* In general, students are continuously registered in the dissertation/doctoral study course until they complete their capstone project and it is approved. This usually takes longer than the minimum required terms in the dissertation/doctoral study course shell.

Specialization in Epidemiology

The Epidemiology specialization focuses on the scientific understanding of the causes, distribution, control, and prevention of disease in populations.

Learning Outcomes

At the end of the program, students will be able to:

1. Apply ethical decision-making in public health research.
2. Design public health research proposals that are evidence based and competitive.
3. Critically evaluate scholarly literature in public health and related disciplines.
4. Demonstrate leadership skills to facilitate evidence-based public health solutions.

5. Conduct original public health research that has the ability to promote positive social change in diverse populations.
6. Demonstrate appropriate communication skills necessary to deliver complex public health research and information to professional audiences.
7. Demonstrate advanced competency in quantitative analysis of public health data.
8. Apply epidemiologic concepts and analytical approaches to public health problems.

Specialization Courses (15 credits)

PHLT 8520 -Advanced Epidemiological Methods (5 credits) PHLT 8522 - Epidemiological Investigations* (5 credits)

- Students may take this as a non-degree course.

Choose one of the following courses:

PHLT 8054 - Lifestyle and Chronic Diseases* (5 credits)

- Students may take this as a non-degree course.

PHLT 8072 - Communicable Disease Epidemiology* (5 credits)

- Students may take this as a non-degree course.

PHLT 8074 - Environmental and Occupational Epidemiology* (5 credits)

- Students may take this as a non-degree course.

PHLT 8076 - Fundamentals of Mapping and Geographic Information Systems for Public Health* (5 credits)

- Students may take this as a non-degree course.

PHLT 8560 -Advanced Analysis of Secondary Data* (5 credits)

- Students may take this as a non-degree course.

✦ Specialization in Epidemiology Track 1 (for students entering with an MPH) The

recommended course sequence is as follows:

Quarter	Course	Credits
Quarter 1	PHLT 8006 - Foundations of Doctoral Success in Public Health	5 credits
	OR PHLT 8011 - Foundations of Doctoral Success in Public Health	
PhD Residency 1: must be completed before taking RSCH 8110H (Quarter 3)		
Quarter 2	PHLT 8051 - Advanced Issues in Global Public Health	5 credits
	PHLT 8402 -Applied Leadership and Multicultural Perspectives in Public Health	5 credits
	PHLT 8060 - Dissertation Seminar I	1 credits
Quarter 3	RSCH 8110 - Research Theory, Design, and Methods	5 credits
	PHLT 8062 - Dissertation Seminar II	1 credits
	PHLT 8042 - Public Health Ethics	3 credits
PhD Residency 2: must be completed after RSCH 8110H (Quarter 3) and before PHLT 8068 (Quarter 7)		
Quarter 4	RSCH 8210 - Quantitative Reasoning and Analysis	5 credits
	PHLT 8270 - Health Informatics and Surveillance	5 credits
	PHLT 8064 - Dissertation Seminar III	1 credits
PhD Residency 3: must be completed after RSCH 8210H (Quarter 4) and before PHLT 9000 (Quarter 8)		
Quarter 5	PHLT 8500 - Advanced Biostatistics	5 credits
	PHLT 8046 - Grant Writing and Review for Public Health Research	5 credits
Quarter 6	PHLT 8520 - Advanced Epidemiological Methods	5 credits
	PHLT 8522 - Epidemiological Investigations	5 credits
	PHLT 8066 - Dissertation Seminar IV	1 credits
Quarter 7	Choose one of the following: <ul style="list-style-type: none"> • RSCH 8310 - Qualitative Reasoning and Analysis • RSCH 8260 - Advanced Quantitative Reasoning and Analysis • RSCH 8460 - Advanced Mixed-Methods Reasoning and Analysis • PHLT 8076 - Fundamentals of Mapping and Geographic Information Systems for Public Health • PHLT 8560 - Advanced Analysis of Secondary Data 	5 credits
	Choose one of the following: <ul style="list-style-type: none"> • PHLT 8054 - Lifestyle and Chronic Diseases • PHLT 8072 - Communicable Disease Epidemiology • PHLT 8074 - Environmental and Occupational Epidemiology • PHLT 8560 - Advanced Analysis of Secondary Data • PHLT 8076 - Fundamentals of Mapping and Geographic Information Systems for Public Health 	5 credits

	PHLT 8068 - Dissertation Seminar V	1 credits
Quarter 8+	PHLT 9000 - Dissertation*	5 credits (continuously registered until completed and approved; minimum 15 credits)
Complete PhD Residency 4 after your prospectus is approved.		

* In general, students are continuously registered in the dissertation/doctoral study course until they complete their capstone project and it is approved. This usually takes longer than the minimum required terms in the dissertation/doctoral study course shell.

† **Specialization in Epidemiology Track 2** The recommended course sequence is as follows:

Quarter	Course	Credits
Quarter 1	PHLT 8006 - Foundations of Doctoral Success in Public Health OR PHLT 8011 - Foundations of Doctoral Success in Public Health	5 credits
PhD Residency 1: must be completed before taking RSCH 811OH (Quarter 6)		
Quarter 2	PHLT 8038 - Health Behavior Theory PHLT 8032 - SPSS Revealed	5 credits 1 credits
Quarter 3	PHLT 8033 - Interpretation and Application of Public Health Data	5 credits
	PHLT 8031 - Public Health Administration and Leadership OR PHLT 8128 - Biological Foundations of Public Health	5 credits
Quarter 4	PHLT 8035 - Epidemiology: Decoding the Science of Public Health PHLT 8034 - Environmental Health	5 credits 5 credits
Quarter 5	PHLT 8051 - Advanced Issues in Global Public Health PHLT 8402 - Applied Leadership and Multicultural Perspectives in Public Health	5 credits 5 credits
	PHLT 8060 - Dissertation Seminar I	1 credits
Quarter 6	RSCH 8110 - Research Theory, Design, and Methods PHLT 8062 - Dissertation Seminar II PHLT 8042 - Public Health Ethics	5 credits 1 credits 3 credits
PhD Residency 2: must be completed after RSCH 8110H (Quarter 6) and before PHLT 8068 (Quarter 10)		

Quarter 7	RSCH 8210 - Quantitative Reasoning and Analysis	5 credits
	PHLT 8270 - Health Informatics and Surveillance	5 credits
	PHLT 8064 - Dissertation Seminar III	1 credits
PhD Residency 3: must be completed after RSCH 8210 (Quarter 7) and before PHLT 9000 (Quarter 11)		
Quarter 8	PHLT 8500 - Advanced Biostatistics	5 credits
	PHLT 8046 - Grant Writing and Review for Public Health Research	5 credits
Quarter 9	PHLT 8522 - Epidemiological Investigations	5 credits
	PHLT 8520 - Advanced Epidemiological Methods	5 credits
	PHLT 8066 - Dissertation Seminar IV	1 credits

Quarter	Course	Credits
Quarter 10	Choose one of the following: <ul style="list-style-type: none"> • RSCH 8310 - Qualitative Reasoning and Analysis • RSCH 8260 - Advanced Quantitative Reasoning and Analysis • RSCH 8460 - Advanced Mixed-Methods Reasoning and Analysis • PHLT 8076 - Fundamentals of Mapping and Geographic Information Systems for Public Health • PHLT 8560 - Advanced Analysis of Secondary Data 	5 credits
	Choose one of the following: <ul style="list-style-type: none"> • PHLT 8054 - Lifestyle and Chronic Diseases • PHLT 8072 - Communicable Disease Epidemiology • PHLT 8074 - Environmental and Occupational Epidemiology • PHLT 8560 - Advanced Analysis of Secondary Data • PHLT 8076 - Fundamentals of Mapping and Geographic Information Systems for Public Health 	5 credits
	PHLT 8068 - Dissertation Seminar V	1 credits
Quarter 11+	PHLT 9000 - Dissertation*	5 credits (continuously registered until completed and approved; minimum 15 credits)
Complete PhD Residency 4 after your prospectus is approved.		

* In general, students are continuously registered in the dissertation/doctoral study course until they complete their capstone project and it is approved. This usually takes longer than the minimum required terms in the dissertation/doctoral study course shell.

Residency Requirements

- PhD Residency 1 must be completed before taking RSCH 8110H.
- PhD Residency 2 must be completed after RSCH 8110H and before PHLT 8068.
- PhD Residency 3 must be completed after RSCH 8210H and before PHLT 9000.
- PhD Residency 4 must be completed after your prospectus is approved and PHLT 9000 is completed as:
 - Residency 4 General (RESI 8404) OR
 - Residency 4 Proposal Writing (RESI 8404Q) OR
 - Residency 4 Methods & Data Collection: Qualitative (RESI 8404R) OR
 - Residency 4 Methods & Data Collection: Quantitative (RESI 8404S) OR
 - Residency 4 Publishing & Presenting (RESI 8404T) OR

- o a dissertation intensive (DRWI 8500) during your 9000 course in the dissertation writing phase to progress toward completion and defense of the dissertation. Contact Student Success Advising to register. *NOTE: Intensives are NOT included in Fast Track tuition.*

Doctoral Writing Assessment

Students who start or readmit to doctoral programs at Walden University in the university catalog for academic year 2017 or later will complete the university's required doctoral writing assessment. Designed to evaluate incoming doctoral students' writing skills, this assessment aims to help prepare incoming doctoral students to meet the university's expectations for writing at the doctoral level.

8-Year Maximum Time Frame

In general, students are continuously registered in the dissertation/doctoral study course until they complete their capstone project and it is approved. This usually takes longer than the minimum required terms in the dissertation/doctoral study course shell.

Students have up to 8 years to complete their doctoral degree requirements (see Enrollment Requirements in the student handbook). Students may petition to extend the 8-year maximum time frame, but an extension is not guaranteed.

PhD in Public Policy and Administration (PPA)

The PhD in Public Policy and Administration program is designed to prepare students to address the challenges of governance and service delivery that exist both in the U.S. and around the world.

Coursework explores public policy theory, research, and practice in a global context, enabling students to gain expertise in effective U.S. policy management and the ability to apply those insights to problems facing the world at large. The PhD in Public Policy and Administration can position students for career opportunities in research, higher education, or administration in the private, public, or nonprofit sector.

Learning Outcomes

At the end of the program, students will be able to:

1. Discuss leadership concepts and theories that have been used to effectively lead and manage in the public sector.
2. Analyze evidence-based research, theories, and models used to promote participation in public and nonprofit policy processes.
3. Develop solutions for problems related to public policy and public administration using theory and research.
4. Ethically apply the major theories and concepts of public policy and public administration within organizations.
5. Evaluate models and best practices utilizing diverse perspectives in local, state, national, and international public agencies by using evidence-based research.

Minimum Degree Requirements

- Doctoral Writing Assessment
- Professional Development Plan and Program of study
- Foundation course (3 credits)
- Core courses (25 credits)
- Research courses (20 credits)

- Completion of the Doctoral Capstone

a Dissertation Seminar courses (5 credits; continuously enrolled in 1 credits per term for a minimum of 5 terms until completed)

a Dissertation writing courses (5 credits per term for a minimum of four terms; taken continuously until completion)

a Quarter Plans

- Four residencies

Curriculum

Foundation Course (3 credits)

PPPA 8004 - Foundations in Doctoral Studies (3 credits)

Core Courses (25 credits)

PPPA 8104 - Intellectual Traditions and Theoretical Foundations of Public Policy and Administration* (5 credits)

- Students may take this as a non-degree course.

PPPA 8111 - Leadership and Organizational Change* (5 credits)

- Students may take this as a non-degree course.

PPPA 8112 - Governance and Public Policy* (5 credits)

- Students may take this as a non-degree course.

PPPA 8405 - Ethics and Social Justice* (5 credits)

- Students may take this as a non-degree course.

PPPA 8431 - Finance and Budgeting for the Public Sector* (5 credits)

- Students may take this as a non-degree course.

Foundation Research Sequence (15 credits)

Courses composing the Foundation Research Sequence are conducted online and require weekly readings, participation in discussions, and assignment completion. Course instructors guide discussions and evaluate discussion and application assignments. RSCH 8110 must be completed prior to Residency 2 of the academic residencies. RSCH 8210 and RSCH 8310 must be completed prior to beginning the dissertation or attending Residency 3.

RSCH 8110 - Research Theory, Design, and Methods* (5 credits)

- Students may take this as a non-degree course.

RSCH 8210 - Quantitative Reasoning and Analysis* (5 credits)

- Students may take this as a non-degree course.

RSCH 8310 - Qualitative Reasoning and Analysis* (5 credits)

- Students may take this as a non-degree course.

Advanced Research Course (5 credits)

All PhD students are required to complete one advanced-level research course that mirrors the methodology of their intended dissertations. The university offers three advanced courses; individual programs may have other advanced options. Students should refer to their specific programs of study to determine program-specific requirements.

One of the following three courses is required

RSCH 8260 -Advanced Quantitative Reasoning and Analysis (5 credits) RSCH 8360 -Advanced Qualitative Reasoning and Analysis (5 credits) RSCH 8460 -Advanced Mixed-Methods Reasoning and Analysis (5 credits)

Residency Requirements

- Complete Residency 1 as soon as you begin your program; should be completed in Term 1 or Term 2.
- Complete Residency 2 within 18 months of your start date or linked to your registration for or completion of your first research course.
- Complete Residency 3 by the end of your third year.
- Complete residency 4 after your prospectus is approved as follows:
 - Residency 4 General (RES! 8404) OR
 - Residency 4 Proposal Writing (RES! 84040) OR
 - Residency 4 Methods & Data Collection: Qualitative (RES! 8404R) OR
 - Residency 4 Methods & Data Collection: Quantitative (RES! 8404S) OR
 - Residency 4 Publishing & Presenting (RES! 8404T) OR
 - an approved professional conference (RES! 8900 for select programs only. Contact Advising for information.) OR
 - a dissertation intensive (DRWI 8500) during your 9000 course. Contact Student Success

Advising to register. You must attend all sessions and advising throughout the entire intensive retreat in order to successfully complete the experience to satisfy residency 4 requirements. *NOTE: Intensive Retreats are NOT included in Fast Track tuition.*

- **Optional:** Complete a PhD dissertation intensive (DRWI 8500) during your dissertation. Contact Student Success Advising to register.

Completion of the Doctoral Capstone

PPPA 8991 Dissertation Seminar 1: Welcome to the Capstone Journey (1 credit) PPPA 8992 - Dissertation

Seminar 2: Building Knowledge and Skills (1 credit)

PPPA 8993 - Dissertation Seminar 3: Establishing Research Questions and Frameworks (1 credit) PPPA 8994 -

Dissertation Seminar 4: Developing Methods and Maintaining Alignment (1 credit) PPPA 8995 - Dissertation Seminar 5: Transition to Candidacy (1 credit)

PPPA 9000 - Dissertation (5 credits per quarter for a minimum of 4 quarters until completion)

Students take this course for a minimum of four terms and are continuously enrolled until completion of their doctoral study with final chief academic officer (CAO) approval. Most Walden students who complete their dissertation/doctoral study take more than 2 years to do so.

To complete a doctoral dissertation, students must obtain the academic approval of several independent evaluators including their committee, the University Research Reviewer, and the Institutional Review Board; pass the Form and Style Review; gain approval at the oral defense stage; and gain final approval by the chief academic officer. Students must also publish their dissertation on ProQuest before their degree is conferred. Learn more about the dissertation process in the Dissertation Guidebook. In general, students are continuously registered in the dissertation course until they complete an approved dissertation, which usually requires more than the minimum terms in the dissertation course shell.

Course Sequence

Students undertake courses in the following sequence.

Quarter	Course	Credits
Quarter 1	PPPA 8004 - Foundations in Doctoral Studies	3 credits
	PPPA 8405 - Ethics and Social Justice	5 credits
Complete Residency 1 as soon as you begin your program; should be completed in Term 1 or Term 2.		
Quarter 2	PPPA 8991 - Dissertation Seminar 1: Welcome to the Capstone Journey	1 credits
	RSCH 8110 - Research Theory, Design, and Methods	5 credits
Quarter 3	PPPA 8104 - Intellectual Traditions and Theoretical Foundations of Public Policy and Administration	5 credits
	PPPA 8992 - Dissertation Seminar 2: Building Knowledge and Skills	1 credits
Quarter 4	PPPA 8993 - Dissertation Seminar 3: Establishing Research Questions and Frameworks	1 credits
	Complete Residency 2 within 18 months of your start date or linked to your registration for or completion of RSCH 8210.	
	RSCH 8210 - Quantitative Reasoning and Analysis	5 credits
Quarter 5	PPPA 8112 - Governance and Public Policy	5 credits
	PPPA 8994 - Dissertation Seminar 4: Developing Methods and Maintaining Alignment	1 credits
Quarter 6	RSCH 8310 - Qualitative Reasoning and Analysis	5 credits
	PPPA 8995 - Dissertation Seminar 5: Transition to Candidacy	1 credits
Quarter 7	PPPA 8431 - Finance and Budgeting for the Public Sector	5 credits
	PPPA 8111 - Leadership and Organizational Change	5 credits
Quarter 8	Complete Residency 3 linked to your registration for or completion of RSCH 8260, RSCH 8360, or RSCH 8460.	
	RSCH 8260 - Advanced Quantitative Reasoning and Analysis OR RSCH 8360 - Advanced Qualitative Reasoning and Analysis OR RSCH 8460 - Advanced Mixed-Methods Reasoning and Analysis	5 credits

Quarter	Course	Credits
Quarter 9+	Complete residency 4 after your prospectus is approved as follows: <ul style="list-style-type: none"> • Residency 4 General (RES! 8404) OR • Residency 4 Proposal Writing (RESI 8404Q) OR • Residency 4 Methods & Data Collection: Qualitative (RES! 8404R) OR • Residency 4 Methods & Data Collection: Quantitative (RESI 8404S) OR • Residency 4 Publishing & Presenting (RES! 8404T) OR • an approved professional conference (RES! 8900 for select programs only. Contact Advising for information.) OR • a dissertation intensive (DRWI 8500) during your 9000 course. Contact Student Success Advising to register. You must attend all sessions and advising throughout the entire intensive retreat in order to successfully complete the experience to satisfy residency 4 requirements. <i>NOTE: Intensive Retreats are NOT included in Fast Track tuition.</i> 	
	PPPA 9000 - Dissertation*	5 credits per term for a minimum of 4 terms; taken continuously until completion and approve by CAO
Optional: Complete a PhD dissertation intensive (DRWI 8500) during your dissertation. Contact Student Success Advising to register.		

*Students take this course for a minimum of four terms and are continuously enrolled until completion of their dissertation with final chief academic officer (CAO) approval. In general, students are continuously registered in the dissertation course until they complete their capstone project and it is approved. This usually takes longer than the minimum required terms in the dissertation course shell.

To complete a dissertation, students must obtain the academic approval of several independent evaluators including their committee, the University Research Reviewer, and the Institutional Review Board; pass the Form and Style Review; gain approval at the oral defense stage; and gain final approval by the chief academic officer. Students must also publish their dissertation on ProQuest before their degree is conferred. Learn more about the dissertation process in the Dissertation Guidebook.

Previous Specializations (not currently accepting new students)

These previous PhD in Public Policy and Administration specializations are no longer accepting new students.

Current students in these specializations must complete their programs of study in accordance with Walden's Time-to-Degree Completion policies.

Minimum Degree Requirements

- Doctoral Writing Assessment
- Professional Development Plan and Program of study
- Foundation course (3 credits)
- Core courses (25 credits)
- Research courses (20 credits)
- Specialization courses (15 credits)
- Completion of the Doctoral Capstone
 - Doctoral support course (5 credits)
 - Dissertation writing courses (5 credits per term for a minimum of four terms; taken continuously until completion)
 - Quarter Plans
- Four residencies

+ Specialization in Criminal Justice (not currently accepting new students)

This program is not currently accepting new students. Current students must complete their programs of study in accordance with Walden's Time-to-Degree Completion policies.

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

Specialization Courses (15 credits)

PPPA 8137 - The Nature of Crime and Criminology* (5 credits)

- Students may take this as a non-degree course.

PPPA 8215 - Controversies in Criminal Justice* (5 credits)

- Students may take this as a non-degree course.

PPPA 8217 - Technological Solutions and 21st-Century Crime* (5 credits)

- Students may take this as a non-degree course.

+ Specialization in Emergency Management (not currently accepting new students)

This program is not currently accepting new students. Current students must complete their programs of study in accordance with Walden's Time-to-Degree Completion policies.

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

Specialization Courses (15 credits)

PPPA 8101 - Critical Issues in Emergency Management* (5 credits)

- Students may take this as a non-degree course.

PPPA 8201 - Risk Assessment, Preparedness, and Disaster Mitigation* (5 credits)

- Students may take this as a non-degree course.

PPPA 8301 - Disaster Response and Recovery* (5 credits)

- Students may take this as a non-degree course.

+ Specialization in Global Leadership (not currently accepting new students)

This program is not currently accepting new students. Current students must complete their programs of study in accordance with Walden's Time-to-Degree Completion policies.

In the Global Leadership specialization, students explore strategies for helping global south countries or developing regions build modern, sustainable communities. Coursework focuses on the intricate relationships between strategic planning, management, and leadership from an international perspective. Students study effective sustainability frameworks and models as well as approaches to building capacity for community change. Students also examine strategies for making effective and timely leadership decisions under complex and uncertain conditions.

Specialization Courses (15 credits)

PPPA 8540 - Strategic Planning, Management, and Leadership in a Global Context (5 credits) PPPA 8541 - Sustainable Development for Global Communities (5 credits)

PPPA 8542 - Transformative Change in a Global Environment (5 credits)

+ Specialization in Health Policy (not currently accepting new students)

This program is not currently accepting new students. Current students must complete their programs of study in accordance with Walden's Time-to-Degree Completion policies.

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

Specialization Courses (15 credits)

PPPA 8401 - Public Health Leadership and Systems Thinking* (5 credits)

- Students may take this as a non-degree course.

PPPA 8420 - Health Economics* (5 credits)

- Students may take this as a non-degree course.

PPPA 8841 - Health Policy and Management (5 credits)

+ Specialization in Homeland Security Policy and Coordination (not currently accepting new students)

This program is not currently accepting new students. Current students must complete their programs of study in accordance with Walden's Time-to-Degree Completion policies.

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

Specialization Courses (15 credits)

PPPA 8830 - Current Issues in Homeland Security (5 credits) PPPA 8831 - Critical Incident Leadership and Planning (5 credits) PPPA 8832 - Terrorism: Legislation and Policy* (5 credits)

- Students may take this as a non-degree course.

+ Specialization in International Nongovernmental Organizations (NGOs) (not currently accepting new students)

This program is not currently accepting new students. Current students must complete their programs of study in accordance with Walden's Time-to-Degree Completion policies.

In an era of increasing globalization, it is important for leaders of nonprofit organizations and governmental departments at the local, state, and national levels to know how to operate in an international environment. This specialization explores how countries organize, regulate, and foster nongovernmental activities; how international intergovernmental organizations operate; and how representatives of these organizations can learn from, partner with, and work within organizations worldwide.

By focusing on the effects of globalization and the cultures and sociopolitical environments of diverse nations and organizations, students in this specialization learn how to work effectively with nongovernmental organizations, voluntary organizations, and intergovernmental organizations around the world.

Specialization Courses (15 credits)

PPPA 8330 - Holding Up the Mirror: Understanding Different Cultures and Increasing Global Consciousness (5 credits)
PPPA 8331 - Crossing Borders: U.S. and International NGO Organizational Cultures and Environments (5 credits)
PPPA 8332 - Placing NGOs in the Global Context (5 credits)

+ Specialization in Law and Public Policy (not currently accepting new students)

This program is not currently accepting new students. Current students must complete their programs of study in accordance with Walden's Time-to-Degree Completion policies.

Students gain an understanding of the relationships between law and public policy and they access vital legal knowledge available to public policy practitioners.

Specialization Courses (15 credits)

PPPA 8810 - Fundamentals of Law and Public Policy* (5 credits)

- Students may take this as a non-degree course.

PPPA 8811 - Legal Research for Policy Practitioners* (5 credits)

- Students may take this as a non-degree course.

PPPA 8812 - Contemporary Cases and Issues in the Courts* (5 credits)

- Students may take this as a non-degree course.

+ Specialization in Nonprofit Management and Leadership (not currently accepting new students)

This program is not currently accepting new students. Current students must complete their programs of study in accordance with Walden's Time-to-Degree Completion policies.

Investment in social capital is as important as investment in physical and human capital. Without constant attention to democratic and social institutions, a society and its individuals cannot prosper. Recently, considerable attention has been paid to the decline in social capital in the United States and to declining participation in many social institutions. The Nonprofit Leadership and Management specialization investigates these issues and prepares students to become knowledgeable social change agents through scholarly inquiry, applied research, and effective participation in these nonprofit institutions.

Specialization Courses (15 credits)

PPPA 8850 - Introduction to the Nonprofit Sector* (5 credits)

- Students may take this as a non-degree course.

PPPA 8851 - Board Governance and Volunteer Management* (5 credits)

- Students may take this as a non-degree course.

PPPA 8852 - Resource Development* (5 credits)

- Students may take this as a non-degree course.



Specialization in Policy Analysis (not

currently accepting new students) **This program is not currently accepting new students.** Current students must complete their programs of study in accordance with Walden's Time-to-Degree Completion policies.

Policy shapes the workings of government and its partners. This specialization provides a critical context within which organizations and individuals act in a democratic society. It will prepare students to function knowledgeably within this context and to work collaboratively to help shape public policy development and implementation.

Specialization Courses (15 credits)

PPPA 8380 - Policy and Politics in American Political Institutions (5 credits) PPPA 8381 - Public Policy and Evaluation (5 credits)

PPPA 8382 - Public Policy and Finance (5 credits)



Specialization in Public Management and Leadership (not currently accepting new students)

This program is not currently accepting new students. Current students must complete their programs of study in accordance with Walden's Time-to-Degree Completion policies.

Public services are being delivered through alternative nongovernmental institutions, and citizens and their elected officials are expecting more from those who manage public and nonprofit institutions. The Public Management and Leadership specialization prepares scholar-practitioners to lead reform in public administration.

Specialization Courses (15 credits)

PPPA 8390 - Strategic Context of Public Management and Leadership (5 credits) PPPA 8392 - The Language of Leadership (5 credits)

PPPA 8542 - Transformative Change in a Global Environment (5 credits)



Specialization in Terrorism, Mediation, and Peace (not currently accepting new students)

This program is not currently accepting new students. Current students must complete their programs of study in accordance with Walden's Time-to-Degree Completion policies.

The threat of terrorism is a constant concern prompting a continuing focus on preventing and resolving terrorist attacks. In this specialization, students will learn the immediate and long-term implications of anti-terrorist legislation and policies. They will study how terrorism policies are drafted and enforced while they analyze the ethical issues related to human rights and the psychology of terrorism. Students will explore the effects of disaster, crisis, and trauma and the appropriate interventions for individuals and groups. And students will examine the roots of international and domestic terrorism, the catalysts and motivations for terrorist acts, and how media and technology may aid or counter terrorist activities.

Specialization Courses (15 credits)

PPPA 8320 - Public Policy Implications of Terrorism Legislation and Policies (5 credits) PPPA 8740 - Disaster, Crisis, and Trauma* (5 credits)

- Students may take this as a non-degree course.

PPPA 8741 - Psychology of Terrorism* (5 credits)

- Students may take this as a non-degree course.

Course Sequence for Specializations

Students undertake courses in the following sequence.

Qu	Course	Credits
arter	PPPA 8004 - Foundations in Doctoral Studies	3 credits
Qu	PPPA 8405 - Ethics and Social Justice	5 credits
arter 1	Complete Residency 1 face-to-face as soon as you begin your program; should be completed within 90 days of completing your Foundations course.	
Qu	PPPA 8465 - Strategic Planning: Collaboration, Cooperation, and Coordination	5 credits
arter	RSCH 8110 - Research Theory, Design, and Methods	5 credits
2		
Qu	PPPA 8431 - Finance and Budgeting for the Public Sector	5 credits
arter	PPPA 8111 - Leadership and Organizational Change	5 credits
3		
Qu	PPPA 8112 - Governance and Public Policy	5 credits
arter	Specialization Course 1	5 credits
4		
Qu	RSCH 8210 - Quantitative Reasoning and Analysis	5 credits
arter	Specialization Course 2	5 credits
5		
	Complete Residency 2 as face-to-face or virtual within 18 months of your start date or linked to your registration for or completion of your first research course.	
Qu	RSCH 8310 - Qualitative Reasoning and Analysis	5 credits
arter	Specialization Course 3	5 credits

6	Quarter Complete Residency 3 face-to-face by the end of your third year.	
7	Advanced research course: <ul style="list-style-type: none"> • RSCH 8260 - Advanced Quantitative Reasoning and Analysis OR • RSCH 8360 - Advanced Qualitative Reasoning and Analysis OR • RSCH 8460 - Advanced Mixed-Methods Reasoning and Analysis 	5 credits
	PPPA 8115 - Writing a Quality Prospectus	5 credits
	Complete Residency 4 during your third year or beyond as: <ul style="list-style-type: none"> • a face-to-face or virtual residency (RESI 8404) OR • an approved professional conference (RESI 8900 based on program availability) OR • a dissertation intensive (DRWI 8500) during your 9000 course. Contact Student Success Advising to register. 	
Quarter 8+	PPPA 9000 - Dissertation*	5 credits per term for a minimum of 4 terms; taken continuously until completion
	Optional: Complete a PhD dissertation intensive retreat (DRWI 8500) face-to-face during your dissertation. Contact Student Success Advising to register.	

* Students take this course for a minimum of four quarters and are continuously enrolled until completion of their dissertation with final chief academic officer (CAO) approval.

To complete a doctoral dissertation, students must obtain the academic approval of several independent evaluators including their committee, the University Research Reviewer, and the Institutional Review Board; pass the Form and Style Review; gain approval at the oral defense stage; and gain final approval by the Chief Academic Officer. Students must also publish their dissertation on ProQuest before their degree is conferred. Learn more about the dissertation process in the Dissertation Guidebook.

Master of Philosophy (Embedded Degree)

Walden awards the Master of Philosophy (MPhil) degree to recognize PhD students for academic achievement leading up to their dissertation. With an MPhil, students will be able to demonstrate to employers and others that they have an advanced knowledge base in their field of study as well as proficiency in research design and evaluation.

- Students are eligible to apply for this credential while continuing their PhD program once they have completed:
 - a All required PhD core courses (or KAMs)
 - a All required PhD specialization courses (or KAMs)
 - a All required doctoral research and advanced research courses
 - a Program prospectus development course
 - a Residencies 1, 2, and 3
- A minimum 3.0 GPA is mandatory.
- The MPhil requires a minimum of 45 quarter credits. Maximum transfer of credit varies by program but is not to exceed 50% of the overall, or embedded, program requirements.

Doctoral Writing Assessment

Students who start or readmit to doctoral programs at Walden University in the university catalog for academic year 2017 or later will complete the university's required doctoral writing assessment. Designed to evaluate incoming doctoral students' writing skills, this assessment aims to help prepare incoming doctoral students to meet the university's expectations for writing at the doctoral level.

8-Year Maximum Time Frame

In general, students are continuously registered in the dissertation/doctoral study course until they complete their capstone project and it is approved. This usually takes longer than the minimum required terms in the dissertation/doctoral study course shell.

Students have up to 8 years to complete their doctoral degree requirements (see Enrollment Requirements in the student handbook). Students may petition to extend the 8-year maximum time frame, but an extension is not guaranteed.

College of Management and Human Potential

Mission

The College of Management and Human Potential provides high-quality degree and non-degree education in management, technology, and organizational performance that offers diverse adult learners the opportunity to acquire and apply knowledge and skills for the betterment of individuals, organizations, and a healthy society.

Vision

The College of Management and Human Potential endeavors to be a diverse and inclusive community where professionals can develop knowledge and skills of inquiry, discovery, and application to foster positive social change and promote healthy individuals and communities.

Programs

Bachelor Degree Programs

- BS in Business Administration
- BS in Healthcare Management

Other Undergraduate Options

- Accelerate into Master's (AIM)
- Undergraduate Minors

Graduate Certificates

- Graduate Certificate in Business
- Graduate Certificate in Business Management
- Graduate Certificate in Evidence-Based Coaching
- Graduate Certificate in Healthcare Business Improvement
- Graduate Certificate in Human Resource Leadership
- Graduate Certificate in Human Resource Management
- Graduate Certificate in Leading Complex Organizational Projects

Master's Degree Programs

- Master of Business Administration (MBA)
- Master of Healthcare Administration (MHA)
- MS in Cybersecurity
- MS in Data Science
- MS in Human Resource Management
- MS in Industrial and Organizational (I/O) Psychology
- MS in Information Technology
- MS in Leadership

Doctoral Degree Programs

- Doctor of Business Administration (DBA)
- Doctor of Healthcare Administration (DHA)
- Doctor of Information Technology (DIT)
- PhD in Health Services
- PhD in Industrial and Organizational (I/O) Psychology
- PhD in Management
- PsyD in Behavioral Health Leadership

Post-Doctoral Bridge Certificates

- Post-Doctoral Bridge to Business Administration Certificate
- Post-Doctoral Bridge to Management Certificate
- Post-Doctoral Respecialization Certificate (not currently accepting new students)

Programs Not Currently Accepting New Students

Bachelor Degree Programs

- BS in Accounting (not currently accepting new students)
- BS in Business Communication (not currently accepting new students)
- BS in Computer Information Systems (not currently accepting new students)
- BS in Information Technology (not currently accepting new students)

Certificates

Undergraduate Certificates

- Undergraduate Certificate in Data Science (not currently accepting new students)

Post-Baccalaureate Certificate Programs

- Post-Baccalaureate Certificate in Organizational Psychology and Development (not currently accepting new students)

Graduate Certificates

- Graduate Certificate in Advanced Cyber Security (not currently accepting new students)
- Graduate Certificate in Advanced Project Management (not currently accepting new students)
- Graduate Certificate in Applied Project Management (not currently accepting new students)
- Graduate Certificate in Auditing (not currently accepting new students)
- Graduate Certificate in Brand and Product Marketing (not currently accepting new students)
- Graduate Certificate in Communication (not currently accepting new students)
- Graduate Certificate in Data Management (not currently accepting new students)
- Graduate Certificate in Digital Marketing (not currently accepting new students)
- Graduate Certificate in Fundamentals of Cyber Security (not currently accepting new students)
- Graduate Certificate in Information Systems (not currently accepting new students)
- Graduate Certificate in Leadership (not currently accepting new students)
- Graduate Certificate in Managerial Accounting (not currently accepting new students)
- Graduate Certificate in Population Health (not currently accepting new students)

Master's Degree Programs

- Executive Master of Business Administration (EMBA) (not currently accepting new students)
- Master of Information Systems Management (MISM) (not currently accepting new students)
- MS in Accounting (not currently accepting new students)
- MS in Communication (not currently accepting new students)
- MS in Cybersecurity (Semester) (not currently accepting new students)
- MS in Data Science (Semester) (not currently accepting new students)
- MS in Finance (not currently accepting new students)
- MS in Information Technology (Semester) (not currently accepting new students)
- MS in Leadership (Semester) (not currently accepting new students)
- MS in Management (not currently accepting new students)
- MS in Marketing (not currently accepting new students)
- MS in Project Management (not currently accepting new students)
- MS in Software Engineering (not currently accepting new students)

Doctoral Degree Programs

- Doctor of Information Technology (DIT) (Semester) (not currently accepting new students)

Dual Degree Programs

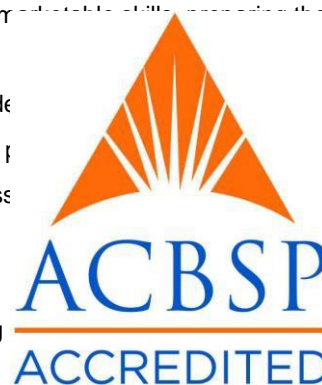
- BS in Business Administration Dual Degree and Global Business Concentration Programs (not currently accepting new students)

BS in Business Administration

The BS in Business Administration program equips students with an array of highly marketable skills to prepare them for key roles across all types and sizes of business organizations.

- Students can choose from nine concentrations, each designed to meet the real demands of the workplace.
- This program emphasizes collaboration and international application of business principles.
- Students can interact and network with esteemed faculty who are active business leaders in a wide range of industries.

Note: The BS in Business Administration program is offered in two different learning modalities: the traditional modality and the competency-based modality, Tempo Learning®.



Learning Outcomes

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

1. Demonstrate proficiency in the fundamental business principles and practices that enable firms to operate in both domestic and global environments.
2. Employ critical-thinking and analysis skills to solve business problems in a real-world context.

3. Analyze ethical issues that impact business decisions from economic, political, legal, and social perspectives.
4. Describe the ways in which diversity influences a company's ability to achieve its goals.
5. Evaluate the application of technology as a strategy for competitive advantage in business.
6. Conduct basic research using scholarly sources to acquire new knowledge in the business domain.

For more data on BS in Business Administration Learning Outcomes and results of the *Student Satisfaction Surveys*, see the GMT Data Page.

Course-Based Program

Degree Requirements

- 181 total quarter credit hours
- General Education courses (46 credits)
- Business courses (55 credits)
- Concentration courses (0-15 credits, depending on concentration)
- Elective courses (60-75 credits, depending on concentration)
- Capstone course (5 credits) Curriculum

General Education Courses (46 credits)

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

Note: A minimum of 60 quarter credits must be completed at the 3000 or 4000 level in order to meet program requirements. In some cases, this means that students will need to select 3000 or 4000 level courses as either general education or elective options. Students should consult their student success advisor if they have questions about individual program requirements.

Business Courses (55 credits)

ACCT 1004 - Fundamentals of Accounting* (5 credits)

- Students may take this as a non-degree course.

BUSI 1002 - Introduction to Management* (5 credits)

- Students may take this as a non-degree course.

BUSI 2001 - Business Law* (5 credits)

- Students may take this as a non-degree course.

BUSI 3010 - Operations Management* (5 credits)

- Students may take this as a non-degree course.

DSC! 2010 - Data Science Essentials* (5 credits)

- Students may take this as a non-degree course.

ECON 1002 - Microeconomics* (5 credits)

- Students may take this as a non-degree course. FNCE 3001 - Financial Management* (5 credits)
- Students may take this as a non-degree course.

HRMG 3001 - Human Resource Management* (5 credits)

- Students may take this as a non-degree course.

ISYS 3001 - Information Systems in Enterprise* (5 credits)

- Students may take this as a non-degree course.

LDRS 1001 - Personal and Organizational Leadership (6 credits) MRKT 3001 - Marketing* (5 credits)

- Students may take this as a non-degree course.

STAT 2002 - Business Statistics* (5 credits)

- Students may take this as a non-degree course.

Electives (60-75 credits)

Electives are dependent upon the particular concentration. Please see the elective requirements on each concentration page.

Concentration Courses (0-15 credits)

These courses are dependent upon the particular concentration. Please see the course list on each concentration page.

✦ BS in Business Administration (General Program)

The BS in Business Administration General Program is for students interested in building core business skills that can be applied in a variety of organizations, from global corporations to local small businesses. These skills can be utilized in both for-profit and not-for-profit organizations.

In this concentration, students have the opportunity to:

- Explore the roles and functions of managers and the procedures for organizing and leading organizations.
- Learn about basic marketing functions and gain insight into marketing terminology, practices, and technologies.
- Examine the fundamentals of data science and how digital data tools can be used to solve business problems and drive decision-making.

Electives

Students are to select 14 additional courses to fulfill the elective requirement. Students may choose courses from either General Education courses, BS in Business Administration courses, courses from any of Walden's bachelor's degree programs, or Accelerate Into Master's (AIM) courses. At least 30 credits must be at the 3000 level or higher. Individual course prerequisites apply.

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

✦ Concentration in Accounting

Financial laws and regulations call for high standards in bookkeeping and accounting practices. The Accounting concentration is focused on providing a solid understanding of accounting principles and financial analysis. Students have the opportunity to:

- Explore key principles and practices of financial accounting, with an emphasis on how financial transactions are recorded and reported.
- Focus on the preparation and analysis of financial statements and the communication of financial results to the public.
- Examine the essential elements of managerial accounting, including strategic, organizational, and operational decision-making, through case studies and assignments.

Concentration Curriculum

Concentration Courses (15 credits)

Courses must be completed in the following order:

ACCT 2004 - Financial Accounting* (5 credits)

- Students may take this as a non-degree course.

ACCT 2002 - Managerial Accounting: Introduction to Financial Planning and Analysis* (5 credits)

- Students may take this as a non-degree course.

ACCT 3001 - Intermediate Accounting I* (5 credits)

- Students may take this as a non-degree course.

Electives (60 credits)

Choose 12 courses from General Education, BS in Business Administration, other Walden bachelor's degree programs, or Accelerate Into Master's (AIM) courses. At least 25 credits must be at the 3000 level or higher. Elective credits should total 60 to meet the program requirements.

Students may also be eligible to transfer previous credit to meet their elective requirements.

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



Concentration in Data Science (no longer

accepting new students) **This program is not currently accepting new students.** Current students must complete their programs of study in accordance with Walden's Time-to-Degree Completion policies.

In an age of data-driven decision-making, businesses large and small are increasingly using information that must be analyzed by skilled professionals. The Data Science concentration is a good fit for students interested in supporting data-based problem-solving in today's workplace. Courses in this concentration were developed in partnership with IBM. Students have the opportunity to:

- Explore digital data and tools to analyze and solve important problems in any organization or industry.
- Learn how to collect, analyze, and visualize data and communicate insights to diverse stakeholders.
- Use virtual labs to gain an understanding of some of the real-world applications of data science.

Concentration Curriculum

Concentration Courses (15 credits)

DSCI 2020 - Storytelling With Data: Visualization and Communication* (5 credits)

- Students may take this as a non-degree course.

DSCI 3030 - Data Mining and Analysis (5 credits)

DSCI 3040 -Advanced Data Science Tools and Techniques (5 credits)

Electives (55 credits)

Choose 11 courses from General Education, BS in Business Administration, other Walden bachelor's degree programs, or Accelerate Into Master's (AIM) courses. At least 25 credits must be at the 3000 level or higher. Elective credits should total 55 to meet the program requirements. Students may also be eligible to transfer previous credit to meet their elective requirements.

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



Concentration in Finance

The Finance concentration provides essential insights into the key financial levers of an organization. It is ideal for professionals looking to help management direct the organization to optimize its value for both employees and other shareholders.

In this program, students have the opportunity to:

- Learn the basics of finance and gain tools needed to create long- and short-term planning decisions.
- Collaborate with peers through a group case study project to gain real-world insight into the corporate finance arena.
- Enhance their skills by completing a project assignment that demonstrates concepts learned in the course through a specific contextual application.

Note: Students must complete FNCE 3001 Financial Management before entering the Finance concentration.

Concentration Curriculum

Concentration Courses (15 credits)

Courses must be completed in the following order:

FNCE 4101 - Corporate Finance* (5 credits)

- Students may take this as a non-degree course.

FNCE 4102 - Financial Institutions and Markets* (5 credits)

- Students may take this as a non-degree course.

FNCE 4103 - International Finance* (5 credits)

- Students may take this as a non-degree course.

Electives (60 credits)

Choose 12 courses from General Education, BS in Business Administration, other Walden bachelor's degree programs, or Accelerate Into Master's (AIM) courses. At least 25 credits must be at the 3000 level or higher. Elective credits should total 60 to meet the program requirements.

Students may also be eligible to transfer previous credit to meet their elective requirements.

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

✚ Concentration in Healthcare Management

The healthcare industry is undergoing a transformational shift. This concentration is designed for professionals interested in developing the insights required in a healthcare management or administration role. Students have the opportunity to:

- Explore healthcare access, equity, affordability, and social justice.
- Examine legislative, regulatory, and financial processes relevant to an organization's delivery of healthcare services.
- Learn how operational processes affect quality and safety in the practice environment and disparities in the healthcare system.

Concentration Curriculum

Concentration Courses (15 credits)

Courses must be completed in the following order:

HLTH 1005 - Context of Healthcare Delivery* (5 credits)

- Students may take this as a non-degree course.

HLTH 2120 - Health Informatics* (5 credits)

- Students may take this as a non-degree course.

HLTH 3110 - Current Issues in Healthcare Policy and Practice* (5 credits)

- Students may take this as a non-degree course.

Electives (60 credits)

Choose 12 courses from General Education, BS in Business Administration, other Walden bachelor's degree programs, or Accelerate Into Master's (AIM) courses. At least 25 credits must be at the 3000 level or higher. Elective credits should total 60 to meet the program requirements.

Students may also be eligible to transfer previous credit to meet their elective requirements.

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

✦ Concentration in Human Resource Management

Human resource management plays an essential role in modern business, facilitating organizations to be more innovative and competitive in a challenging marketplace. This concentration may be a good option for students looking to gain insights into recruitment and selection, performance evaluation, compensation and benefits, job design, training, and retention.

Students have the opportunity to:

- Discover how economic, social, psychological, legal, and cultural forces influence employment relations.
- Learn how to promote and maintain an environment conducive to diversity and change.
- Explore the role of federal regulations, including equal opportunity, sexual harassment, discrimination, and other employee-related regulations.

Note: Students must complete HRMG 3001 - Human Resource Management before entering the Human Resource Management concentration.

Concentration Curriculum

Concentration Courses (15 credits)

Courses must be completed in the following order:

HRMG 4201 - Strategic Human Resource Management* (5 credits)

- Students may take this as a non-degree course.

HRMG 4202 - Human Resource Development and Change* (5 credits)

- Students may take this as a non-degree course.

HRMG 4203 - Human Resource Management: Analysis and Problems* (5 credits)

- Students may take this as a non-degree course.

Electives (60 credits)

Choose 12 courses from General Education, BS in Business Administration, other Walden bachelor's degree programs, or Accelerate Into Master's (AIM) courses. At least 25 credits must be at the 3000 level or higher. Elective credits should total 60 to meet the program requirements.

Students may also be eligible to transfer previous credit to meet their elective requirements.

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

+ Concentration in Information Systems

This concentration is ideal for professionals interested in learning how to evaluate technology options; develop methods for transferring and assimilating new technology; and manage large, complex projects.

Students have the opportunity to:

- Build foundational knowledge of IT infrastructure to prepare for a role in this field.
- Gain insights into computer operating systems, including the main functions, similarities, and differences.
- Learn about key concepts of computer and information security, including technical, privacy, organizational, social, and policy issues.

Note: Students must complete ISYS 3001- Information Systems in Enterprise before entering the Information Systems concentration.

Concentration Curriculum

Concentration Courses (15 credits)

Courses must be completed in the following order:

ITEC 1005 - The Profession and Practice of Information Technology* (5 credits)

- Students may take this as a non-degree course.

ITEC 2030 - Platform Technologies and Operating Systems* (5 credits)

- Students may take this as a non-degree course.

ITEC 3020 - Information Assurance and Security (5 credits)

Electives (60 credits)

Choose 12 courses from General Education, BS in Business Administration, other Walden bachelor's degree programs, or Accelerate Into Master's (AIM) courses. At least 25 credits must be at the 3000 level or higher. Elective credits should total 60 to meet the program requirements.

Students may also be eligible to transfer previous credit to meet their elective requirements.

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

+ Concentration in Management

The Management concentration is designed for students interested in the functions, components, and disciplines that constitute the field of management. It also explores ethical issues faced by domestic and global organizations.

In this concentration, students have the opportunity to:

- Examine topics such as career development, employee motivation, and effective decision-making.
- Study how strategic human resources approaches can be used to address challenges in talent acquisition, innovation, and customer service.
- Explore ethical issues faced by organizations and managers and the impact of organizational culture on leadership and management.

Note: Students must complete FNCE 3001 - Financial Management before entering the Corporate Finance course; BUSI 1002 - Introduction to Management before entering the Knowledge Management course; and HRMG 3001 - Human Resource Management before entering the Strategic Human Resource Management course.

Concentration Curriculum

Concentration Courses (15 credits)

The recommended course sequence is as follows:

FNCE 4101 - Corporate Finance* (5 credits)

- Students may take this as a non-degree course.

HRMG 4201 - Strategic Human Resource Management* (5 credits)

- Students may take this as a non-degree course.

MGMT 4400 - Organizational Behavior and Management* (5 credits)

- Students may take this as a non-degree course.

Electives (60 credits)

Choose 12 courses from General Education, BS in Business Administration, other Walden bachelor's degree programs, or Accelerate Into Master's (AIM) courses. At least 25 credits must be at the 3000 level or higher. Elective credits should total 60 to meet the program requirements.

Students may also be eligible to transfer previous credit to meet their elective requirements.

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

+ Concentration in Marketing

Today's business organizations need leaders who can design and implement high-return, cost-effective marketing strategies, both digital and nondigital.

In the Marketing concentration, students have the opportunity to:

- Explore the fundamental theories and concepts of marketing, such as consumer behavior, customer relationship management, channels of distribution, and the marketing mix.
- Examine the fundamentals of service marketing, including total quality management, customer perception, and services pricing.
- Gain the creative and decision-making skills required to develop and implement effective marketing strategies.

Concentration Curriculum

Concentration Courses (15 credits)

Courses must be completed in the following order:

MRKT 4501 - Marketing Management* (5 credits)

- Students may take this as a non-degree course.

MRKT 4504 - Global Marketing (5 credits)

MRKT 4503 - Strategic Services Marketing* (5 credits)

- Students may take this as a non-degree course.

Electives (60 credits)

Choose 12 courses from General Education, BS in Business Administration, other Walden bachelor's degree programs, or Accelerate Into Master's (AIM) courses. At least 25 credits must be at the 3000 level or higher. Elective credits should total 60 to meet the program requirements.

Students may also be eligible to transfer previous credit to meet their elective requirements.

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

+ Concentration in Small Business Management

Running a small business can be exciting and rewarding-but it also comes with challenges. Drawing from real-world successes and failures, this concentration can help entrepreneurs gain valuable insights into the importance of customer relations and strategic marketing. Students can begin applying new tactics immediately in their current business or in the planning phases of a new venture.

In this concentration, students have the opportunity to:

- Analyze actual business plans and case studies that encompass various small-business models, including franchises, startups, e-commerce, or family businesses.
- Assess approaches to customer relationship marketing for competitive advantage.
- Explore ways small businesses can effectively leverage technology to drive growth opportunities.

Concentration Curriculum

Concentration Courses (15 credits)

It is recommended that courses be completed in the following order:

BUSI 4002 - Small Business Ventures* (5 credits)

- Students may take this as a non-degree course.

BUSI 4003 - Marketing Strategies for Small Business* (5 credits)

- Students may take this as a non-degree course.

BUSI 4004 - Customer Relationship Management for Small Business* (5 credits)

- Students may take this as a non-degree course.

Electives (60 credits)

Choose 12 courses from General Education, BS in Business Administration, other Walden bachelor's degree programs, or Accelerate Into Master's (AIM) courses. At least 25 credits must be at the 3000 level or higher. Elective credits should total 60 to meet the program requirements.

Students may also be eligible to transfer previous credit to meet their elective requirements.

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

Capstone Course (5 credits)

BUSI 4900 - Capstone: Strategic Business Management (5 credits)

Tempo Learning® Curriculum

Tempo Learning® is Walden's competency-based education modality, an alternative way of earning a Walden degree offered for some Walden programs. Instead of courses, the Walden Tempo Learning® program is comprised of competencies and rigorous assessments. Students progress through the Tempo Learning® model by successfully passing competency assessments. A student must successfully achieve or master all competency assessments to graduate from the program.

Students earn the same Walden degree whether they choose the course-based or the competency-based modality.

Degree Requirements

- 181 total quarter credit hours
- General Education courses (45 credits)
- Core competencies (61 credits) **or**

- a AIM core competencies (66 credits)
 - Elective courses (70 credits) **or**
- o AIM elective courses (65 credits)
 - Capstone competency (5 credits)

+ BS in Business Administration (General Program)

Core Competencies (61 credits)

ACCT 1004 - Fundamentals of Accounting* (5 credits)

- FA1001 The Role of Accounting and Financial Information in Business and Society Identify the authoritative and rule-making process of accounting.
- FA1002 The Accounting Cycle: Original Entries to Post-Closing Trial Balance Apply the accounting process to basic financial statements.
- FA1003 Financial Statement and Quality Information Assessment Evaluate the quality of information reported in financial statements.
- Students may take this as a non-degree course. BUSI 1002 - Introduction to Management* (5 credits)
- MA1001 The Role of Managers and Leaders

Describe the effects of managerial and leadership roles and approaches on employees and on diverse organizations.

- MA1002 Decision Making and Motivation

Explain techniques, tools, and methods of managerial decision making and employee motivation.

- MA1003 Ethical Leadership and Management

Identify the impact of ethics on managerial practices in a diverse organization.

- Students may take this as a non-degree course.

BUSI 2001 - Business Law* (5 credits)

- BU2001 Foundations of the Law, Court Systems, and Procedures Explain the foundations of law and court systems in a business context.
- BU2002 Types of Business Law

Apply business law and legal research to business practices, including social change initiatives.

- BU2003 Legal Structures in Business

Apply concepts regarding types of legal structures to business scenarios.

- Students may take this as a non-degree course.

BUSI 3001 - Knowledge Management and Organizational Change* (5 credits)

- OP3001 Operations, Supply Chain, and Cross-Functional Decision Making

Illustrate supply chain and operations management concepts and practices in organizations.

- OP3002 Product Flow and Product-Process Strategy

Employ product flow processes and product-process strategies for an organization.

- OP3003 Lean Thinking and Lean Systems in Operations

Explain the impact of lean systems on organizational culture, sustainability, and positive social change.

- OP3004 Quality Management

Analyze criteria for quality management practices and product/service quality.

- Students may take this as a non-degree course.

DSCI 2010 - Data Science Essentials* (5 credits)

- DS2001 Data Science in the Business World

Explain the role of data science in business and organizational contexts.

- DS2002 Using Data Science Frameworks to Solve Business Problems Apply a data science framework to a business problem.
- DS2003 Ethics and Security in Data Science

Describe ethical and security practices for data scientists.

- Students may take this as a non-degree course. ECON 1002 - Microeconomics* (5 credits)
- MS1001 Economic Decision Making

Apply basic economic principles to decision making.

- MS1002 Supply and Demand

Explain the foundations and determinants of supply and demand models and the price adjustment mechanism that allows markets to reach equilibrium.

- MS1003 Industry Structure and Strategy

Explain industry structure and competitive dynamics affecting firm behavior and profitability.

- MS1004 Role of Government and Global Markets

Explain the effects of globalization and government policies on business operations and strategy.

- Students may take this as a non-degree course.

FNCE 3001 - Financial Management* (5 credits)

- FN3001 Understanding Financial Management and Financial Statements

Relate the importance of financial markets and financial results to ethical business practices.

- FN3002 Time Value of Money and Capital Budgeting

Apply time value of money and capital budgeting methods to financial problems.

- FN3003 Stocks and Bonds

Explain features of stocks and bonds and their value within the financial marketplace.

- FN3004 Investment Returns and Risk Premiums

Explain arithmetic returns, geometric returns, and their relationship to risk premiums.

- Students may take this as a non-degree course.

HRMG 3001 - Human Resource Management* (5 credits)

- RA3001 Human Resource as a Strategic Partner

Explain the role of the human resources function as a strategic business partner in organizations.

- RA3002 Equal Employment Opportunity Practices and Policies

Analyze human resources practices that impact equal employment opportunities.

- RA3003 Human Resources and Talent Management Leadership Functions and Performance Illustrate human resource tools, methods, and strategies for managing the talent pipeline in a changing organization.
- RA3004 Human Resources as a Social Change Agent

Explain the role of human resources in creating positive social change.

- Students may take this as a non-degree course. ISYS 3001 - Information Systems in Enterprise* (5 credits)
- IS3001 Information Technology (IT) and the Organization

Identify aspects of information technology and their functions in organizations.

- IS3002 Major E-Commerce Business Models

Analyze major e-commerce business models and key components of their information technology infrastructure.

- IS3003 Technological Trends

Analyze emerging trends and technologies that enable innovation.

- IS3004 Societal Impact of Information Systems

Analyze the impact of ethical and security-related IT practices on society.

- IS3005 Organizational Competitiveness and IT

Analyze an organization's competitiveness within its industry.

- Students may take this as a non-degree course.

LDRS 1001 - Personal and Organizational Leadership (6 credits)

- PO1001 Personal Leadership Development

Analyze personal leadership and personal responsibility in leadership development.

- PO1002 Team and Organizational Development

Explain the importance of leadership in developing teams and organizations.

- PO1003 Ethical Leadership, Social Responsibility, and Positive Social Change

Apply ethical and socially responsible leadership practices to promote positive social change.

MRKT 3001 - Marketing* (5 credits)

- MK3001 The Role of Marketing

Analyze the role of marketing in building and establishing relationships with users of products and services.

- MK3002 Situational and SWOT Analyses

Analyze the attractiveness of a market opportunity for an organization.

- MK3003 Markets and Market Development: The Four Ps

Identify best practices related to marketing mix variables for a new product or service across product life.

- MK3004 Analyzing the Effectiveness of Marketing

Analyze the effectiveness of digital marketing, sustainability, and social responsibility strategies for an organization.

- Students may take this as a non-degree course. STAT 2002 - Business Statistics* (5 credits)

- BS2001 Probability Theory

Use probability theory to predict outcomes.

- BS2002 Statistical Analysis in Decision Making

Analyze descriptive statistics and inferential statistical techniques to make business decisions.

- BS2003 Statistical Process Control in Decision Making

Explain the use of statistical process control in business decision making.

- Students may take this as a non-degree course.

Electives (70 credits)

Students are to select 14 additional courses to fulfill the elective requirement. Students may choose courses from either General Education courses, BS in Business Administration courses, or courses from any of Walden's bachelor's degree programs. At least 30 credits must be at the 3000 level or higher. Individual course prerequisites apply.

Capstone Competency (5 credits)

BUSI 4900 - Capstone: Strategic Business Management (5 credits)

- SB4001 Global Business Strategy Development and Execution Synthesize multidisciplinary strategic approaches for building sustainable competitive advantage in a global environment.

+ Accelerate Into Master's

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

The BS in Business Administration (Competency Based) includes AIM as a concentration option.

Core Competencies (66 credits)

ACCT 1004 - Fundamentals of Accounting* (5 credits)

- FA1001 The Role of Accounting and Financial Information in Business and Society Identify the authoritative and rule-making process of accounting.
- FA1002 The Accounting Cycle: Original Entries to Post-Closing Trial Balance Apply the accounting process to basic financial statements.
- FA1003 Financial Statement and Quality Information Assessment Evaluate the quality of information reported in financial statements.
- Students may take this as a non-degree course.

BUSI 1002 - Introduction to Management* (5 credits)

- MA1001 The Role of Managers and Leaders

Describe the effects of managerial and leadership roles and approaches on employees and on diverse organizations.

- **MA1002** Decision Making and Motivation

Explain techniques, tools, and methods of managerial decision making and employee motivation.

- MA1003 Ethical Leadership and Management

Identify the impact of ethics on managerial practices in a diverse organization.

- Students may take this as a non-degree course.

BUSI 2001 - Business Law* (5 credits)

- BU2001 Foundations of the Law, Court Systems, and Procedures Explain the foundations of law and court systems in a business context.
- BU2002 Types of Business Law

Apply business law and legal research to business practices, including social change initiatives.

- BU2003 Legal Structures in Business

Apply concepts regarding types of legal structures to business scenarios.

- Students may take this as a non-degree course.

BUSI 3001 - Knowledge Management and Organizational Change* (5 credits)

- OP3001 Operations, Supply Chain, and Cross-Functional Decision Making

Illustrate supply chain and operations management concepts and practices in organizations.

- OP3002 Product Flow and Product-Process Strategy

Employ product flow processes and product-process strategies for an organization.

- OP3003 Lean Thinking and Lean Systems in Operations

Explain the impact of lean systems on organizational culture, sustainability, and positive social change.

- OP3004 Quality Management

Analyze criteria for quality management practices and product/service quality.

- Students may take this as a non-degree course. DSC! 2010 - Data Science Essentials* (5 credits)
- DS2001 Data Science in the Business World

Explain the role of data science in business and organizational contexts.

- DS2002 Using Data Science Frameworks to Solve Business Problems Apply a data science framework to a business problem.
- DS2003 Ethics and Security in Data Science

Describe ethical and security practices for data scientists.

- Students may take this as a non-degree course.

ECON 1002 - Microeconomics* (5 credits)

- MS1001 Economic Decision Making

Apply basic economic principles to decision making.

- MS1002 Supply and Demand

Explain the foundations and determinants of supply and demand models and the price adjustment mechanism that allows markets to reach equilibrium.

- MS1003 Industry Structure and Strategy

Explain industry structure and competitive dynamics affecting firm behavior and profitability.

- MS1004 Role of Government and Global Markets

Explain the effects of globalization and government policies on business operations and strategy.

- Students may take this as a non-degree course.

FNCE 3001 - Financial Management* (5 credits)

- FN3001 Understanding Financial Management and Financial Statements

Relate the importance of financial markets and financial results to ethical business practices.

- FN3002 Time Value of Money and Capital Budgeting

Apply time value of money and capital budgeting methods to financial problems.

- FN3003 Stocks and Bonds

Explain features of stocks and bonds and their value within the financial marketplace.

- FN3004 Investment Returns and Risk Premiums

Explain arithmetic returns, geometric returns, and their relationship to risk premiums.

- Students may take this as a non-degree course.

LDRS 1001 - Personal and Organizational Leadership (6 credits)

- PO1001 Personal Leadership Development

Analyze personal leadership and personal responsibility in leadership development.

- PO1002 Team and Organizational Development

Explain the importance of leadership in developing teams and organizations.

- PO1003 Ethical Leadership, Social Responsibility, and Positive Social Change

Apply ethical and socially responsible leadership practices to promote positive social change.

STAT 2002 - Business Statistics* (5 credits)

- BS2001 Probability Theory

Use probability theory to predict outcomes.

- BS2002 Statistical Analysis in Decision Making

Analyze descriptive statistics and inferential statistical techniques to make business decisions.

- BS2003 Statistical Process Control in Decision Making

Explain the use of statistical process control in business decision making.

- Students may take this as a non-degree course.

WMBA 5000 - Dynamic Leadership (5 credits)

- DL001A Dynamic Leadership Frameworks and Theories

Evaluate leadership approaches through established leadership frameworks and theories.

- DL002A Leadership and Followership

Develop strategies for effective leadership and followership that incorporate best practices.

- DL003A Leadership's Relationship to Management

Synthesize personal values and experiences to support leadership develop and ethical decision making.

WMBA 5010 - Managing People and Promoting Collaboration (5 credits)

- MN001A Shaping a Positive and Inclusive Workplace

Evaluate the role of managers in creating an engaging and inclusive workplace culture.

- MN002A Developing Individual and Teams

Assess management strategies that promote development of individual employees and teams.

- MN003A Managing Authentically and Ethically

Synthesize a personal management code of ethics that focuses on diversity, inclusion, personal values, ethical management, and positive social change.

WMBA 5030 - Managing Business Information Systems (5 credits)

- MB001A The Role and Value of Information Systems in Business Evaluate strategies to drive strategic value from information technology.

- MB002A Managing Data, Security, and Business Continuity

Evaluate approaches to support business continuity in the context of ethics, privacy, and security risks.

- MB003A Aligning the Organization and Planning for the Future

Appraise the effects of organizational culture on information technology implementation and management.

WMBA 5060 - Marketing for Competitiveness (5 credits)

- MT001A Understanding the Customer, Products and Services, and Technology

Analyze the influence of creative and innovative marketing strategies on buyer behavior.

- MT002A Linking Marketing and Strategy

Evaluate aspects of marketing strategy to support decision making and capture market share.

- MT003A Marketing Impact on the Organizational Level

Propose marketing tactics to address market trends for a diverse audience.

Electives (65 credits)

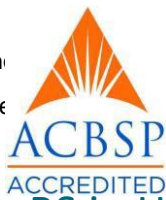
Students are to select 13 additional courses to fulfill the elective requirement. Students may choose courses from either General Education courses, BS in Business Administration courses, or courses from any of Walden's bachelor's degree programs. At least 25 credits must be at the 3000 level or higher. Individual course prerequisites apply.

Note on Curriculum

In an effort to ensure competencies are kept up to date and relevant to meet the learning outcomes of the program, the number and subject matter of individual competencies needed to satisfy program course requirements may change. However, program outcomes and the number and subject matter of courses will not be impacted. As a result, the required competencies listed in a student's individual learning plan may differ from what is currently listed in the catalog.

Accreditation

Walden University's BS in Business Administration program is accredited by the Accreditation Council for Business Schools and Programs (ACBSP). ACBSP is a leading specialized accreditation association that identifies and supports excellence in business education.



BS in Healthcare Management

The BS in Healthcare Management prepares students to effectively direct, manage, and evaluate health services, organizations, and programs within a variety of settings, such as hospitals, clinics, nursing and retirement communities, physician's offices, corporations, and nonprofit organizations. Students gain skills and competencies necessary to effectively lead healthcare organizations in the 21st century and to improve the quality, safety, and delivery of health services. Because of the evolving U.S. health system, the aging population, and the projected shortage of healthcare professionals, there is a growing need for healthcare administrators. Demand and opportunity for those with even bachelor's-level training will crescendo over the next decade.

Note: The BS in Healthcare Management program is offered in two different learning modalities: the course-based modality and the competency-based modality, Tempo Learning®.

Learning Outcomes

All graduates will be prepared to:

1. Analyze the elements of quality health care delivery systems
2. Explain how different factors impact health care delivery and services
3. Evaluate the impact of serving diverse populations in a health care organization's performance
4. Apply foundational healthcare financial management skills to health care organizations
5. Evaluate human resource strategies for managing healthcare employees
6. Apply leadership concepts for strategic decision making in health care organizations
7. Explain the role of healthcare managers in improving health outcomes through facilitating social change

Course-Based Program

Degree Requirements

- 181 total quarter credits

- General Education courses (46 credits)
- Core courses (85 credits)
- Elective courses (45 credits)
- Capstone course (5 credits)

Curriculum

General Education Courses (46 credits)

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

Note: A minimum of 60 quarter credits must be completed at the 3000 or 4000 level in order to meet program requirements. In some cases, this means that students will need to select 3000- or 4000- level courses as either general education or elective options. Students should consult their student success advisor if they have questions about individual program requirements.

First Term Course (6 credits)

HMNT 1001 - Living and Learning in the Technological World (6 credits)

Core Courses (85 credits)

ACCT 1004 - Fundamentals of Accounting* (5 credits)

- Students may take this as a non-degree course.

HLTH 1000 - Concepts of Health Promotion* (5 credits)

- Students may take this as a non-degree course.

HLTH 1005 - Context of Healthcare Delivery* (5 credits)

- Students may take this as a non-degree course.

OR

MMHA 5050 - U.S. Healthcare Delivery System (5 credits)

HLTH 2110 - Behavioral and Cultural Issues in Healthcare* (5 credits)

- Students may take this as a non-degree course.

HLTH 2120 - Health Informatics* (5 credits)

- Students may take this as a non-degree course.

HLTH 3100 - Ethical and Legal Issues in Healthcare* (5 credits)

- Students may take this as a non-degree course.

OR

MMHA 5300 - Law, Ethics, and Policy in Healthcare Administration (5 credits)

HLTH 3105 - Interprofessional Teamwork in Healthcare* (5 credits)

- Students may take this as a non-degree course.

HLTH 3110 - Current Issues in Healthcare Policy and Practice* (5 credits)

- Students may take this as a non-degree course.

HLTH 3510 - Health Insurance and Reimbursement (5 credits)

HLTH 4000 - Introduction to Healthcare Management* (5 credits)

- Students may take this as a non-degree course.

HLTH 4100 - Healthcare Organization Theory and Behavior* (5 credits)

- Students may take this as a non-degree course.

HLTH 4110 - Healthcare Quality and Safety* (5 credits)

- Students may take this as a non-degree course.

OR

MMHA 5900 - Healthcare Quality Management* (5 credits)

- Students may take this as a non-degree course.

HLTH 4115 - Strategic Planning and Marketing in Healthcare* (5 credits)

- Students may take this as a non-degree course.

HLTH 4121 - Human Resource Management in Healthcare* (5 credits)

- Students may take this as a non-degree course.

OR

MMHA 5500 - Human Resource Management and Organizational Development and Leadership for Healthcare

Administrators (5 credits)

HLTH 4205 - Introduction to Research Methods and Analysis (5 credits) HLTH 4520 - Healthcare Finance (5 credits)

HLTH 4530 - Healthcare Economics From a Population Health Perspective (5 credits)

Electives (45 credits)

Choose eight courses from general education, BS in Health Studies, or other Walden bachelor's degree programs.

Elective credits should total 45 to meet the program requirements. Students may also be eligible to transfer previous credit to meet their elective requirements.

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

Note: RN-BSN courses are not available to students outside the RN-BSN program.

Capstone Course (5 credits)

HLTH 4900 - Capstone (5 credits)

Tempo Learning®

Tempo Learning® is Walden's competency-based education modality, an alternative way of earning a Walden degree offered for some Walden programs. Instead of courses, the Walden Tempo Learning® program is comprised of competencies and rigorous assessments. Students progress through the Tempo Learning® model by successfully passing competency assessments. A student must successfully achieve or master all competency assessments to graduate from the program.

Students earn the same Walden degree whether they choose the course-based or the competency-based modality.

+ BS in Healthcare Management (General Program)

Degree Requirements

- 180 total credits
- General Education courses (45 credits)
- Core competencies (80 credits) **or**
 - AIM concentration (85 credits)
- Elective courses (50 credits) **or**
 - AIM concentration (45 credits)
- Capstone competencies (5 credits)

Curriculum

General Education Courses (45 credits)

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

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

Core Competencies (85 credits)

ACCT 1004 - Fundamentals of Accounting* (5 credits)

- FA1001 The Role of Accounting and Financial Information in Business and Society Identify the authoritative and rule-making process of accounting.
- FA1002 The Accounting Cycle: Original Entries to Post-Closing Trial Balance Apply the accounting process to basic financial statements.
- FA1003 Financial Statement and Quality Information Assessment Evaluate the quality of information reported in financial statements.
- Students may take this as a non-degree course.

HLTH 1005 - Context of Healthcare Delivery* (5 credits)

- HD1001 Bills and Laws

Identify the key points of historical bills and laws in healthcare.

- HD1002 Healthcare Systems

Compare aspects of the U.S. healthcare system to other countries.

- HD1003 Vertical and Horizontal Integrated Systems Analyze the benefits and limitations of integrated systems.
- HD1004 Current Health Issues in the Workplace

Analyze the impact of current healthcare delivery issues.

- HD1005 Barriers to Care

Apply strategies to mitigate barriers of care.

- HD1006 Continuum of Care

Develop patient plans throughout the continuum of care.

- Students may take this as a non-degree course.

HLTH 2110 - Behavioral and Cultural Issues in Healthcare* (5 credits)

- BC2001 Health Disparities

Demonstrate understanding of health disparities.

- BC2002 Cultural Competence

Apply culturally competent practices when working with patients and other healthcare professionals.

- BC2003 Social Ecological Model

Apply the social ecological model to community health issues.

- BC2004 Health Disparity Programs

Evaluate intervention programs aimed at mitigating health disparities.

- BC2005 Advocacy

Advocate for changes to policies or programs that positively impact the health of vulnerable populations.

- Students may take this as a non-degree course.

HLTH 2120 - Health Informatics* (5 credits)

- HI2001 Introduction to Health Informatics

Analyze the breadth, depth, and importance of health informatics.

- HI2002 Threats and Security

Explain threats that impact informatics applications.

- HI2003 Databases

Analyze how databases are used in healthcare.

- HI2004 Technological Tools

Investigate current and trending technologies in healthcare.

- Students may take this as a non-degree course.

HLTH 3100 - Ethical and Legal Issues in Healthcare* (5 credits)

- EA3001 Ethical Decision-Making Models Apply ethical decision-making models.

- EA3002 Code of Ethics

Apply codes of ethics to health-related issues.

- EA3003 Legal Issues

Apply healthcare-related laws to healthcare settings.

- EA3004 Good Samaritan Laws

Synthesize information on Good Samaritan laws.

- EA3005 Informed Consent Apply informed consent criteria.

- EA3006 End of Life

Analyze the ethical and legal issues related to completed advanced directives.

- Students may take this as a non-degree course.

HLTH 3105TL- The Interprofessional Healthcare Team [Tempo Learning®-Specific Course] (5 credits)

- IH3001 Finding Your Role on the Team

Analyze the relationship between the roles of different team members.

- IH3002 Team Management Skills

Apply communication and conflict resolution skills in an interprofessional team.

- IH3003 Evaluating Team Members

Evaluate members of an interprofessional team.

HLTH 3110 - Current Issues in Healthcare Policy and Practice* (5 credits)

- CI3001 Healthcare Delivery Models

Analyze changing delivery models in acute healthcare.

- CI3002 Long-Term Care Delivery Models

Evaluate quality, safety, and access of long-term care settings.

- CI3003 Health Issues and Policy

Evaluate U.S. health policies as they compare to policies in other countries.

- CI3004 Policy Impact

Analyze the impact of policy on healthcare.

- CI3005 Policy Development

Propose healthcare policy initiatives.

- Students may take this as a non-degree course.

HLTH 3510 - Health Insurance and Reimbursement (5 credits)

- IR3001 Introduction to Health Insurance and Reimbursement

Identify key concepts relating to health insurance and reimbursement in the United States.

- IR3002 Types of Health Insurance

Analyze different types of health insurance.

- IR3003 Fraud and Abuse

Analyze insurance and reimbursement cases for potential fraud and abuse.

- IR3004 Revenue Cycle Management

Analyze the importance of effective revenue cycle management for a provider's fiscal stability.

- IR3005 Prospective Payment Systems

Analyze the components of varying prospective payment systems.

HLTH 4000 - Introduction to Healthcare Management* (5 credits)

- HM4001 Manager vs. Leader

Differentiate the characteristics of managers and leaders.

- HM4002 Emotional Intelligence

Analyze the influence of emotional intelligence on leadership style.

- HM4003 Roles and Responsibilities

Delegate responsibilities within a healthcare management team.

- HM4004 Leadership Strategies

Apply leadership strategies to management scenarios.

- HM4005 Leadership Philosophy

Develop a personal leadership philosophy reflective of emotional intelligence and leadership style.

- Students may take this as a non-degree course.

HLTH 4100 - Healthcare Organization Theory and Behavior* (5 credits)

- HT4001 Organizational Structure and Culture Examine the structure of various organizations.

- HT4002 Leadership

Analyze the qualities of leadership.

- HT4003 Organizational Behavior Management

Apply management skills to organizational environments.

- HT4004 Workplace Motivation

Apply workplace motivation theories.

- HT4005 Organizational Change

Apply management strategies to foster positive organizational changes.

- Students may take this as a non-degree course.

HLTH 4110 - Healthcare Quality and Safety* (5 credits)

- QS4001 Accreditation, Regulation, Certification, and Reporting

Justify the value of accreditation, regulation, certification, and reporting in healthcare organizations.

- QS4002 Pay-for-Performance

Evaluate pay-for-performance (P4P) initiatives' impact on patient healthcare quality and safety outcomes.

- QS4003 Safety

Recommend safety improvements to address organizational vulnerabilities in patient care.

- QS4004 Quality of Care

Apply benchmark data to recommend improvements for healthcare quality and safety.

- Students may take this as a non-degree course.

HLTH 4115 - Strategic Planning and Marketing in Healthcare* (5 credits)

- MG4001 Mission, Vision, and Values

Evaluate the mission, vision, and values for healthcare organizations.

- MG4002 SWOT Analysis

Analyze the strengths, weaknesses, opportunities, and threats of healthcare organizations.

- MG4003 Develop Marketing Plans

Develop marketing plans for healthcare organizations.

- Students may take this as a non-degree course.

HLTH 4121 - Human Resource Management in Healthcare* (5 credits)

- HW4001 Introduction to Human Resources in Healthcare

Analyze the role of the human resources department in healthcare organizations.

- HW4002 Recruitment and Hiring

Apply recruitment and hiring human resource strategies.

- HW4003 Compensation, Benefits, and Retention

Analyze compensation, benefits, and retention strategies.

- HW4004 Performance Evaluations Conduct performance evaluations.

- HW4005 Employee Safety

Recommend solutions to improve employee relations.

- Students may take this as a non-degree course.

HLTH 4205 - Introduction to Research Methods and Analysis (5 credits)

- RM4001 Research Questions

Develop health-related research questions designed around the scientific method.

- RM4002 Literature Review

Evaluate peer-reviewed research surrounding health-related topics.

- RM4003 Research Design

Apply research design to health-related topics.

- RM4004 Ethics in Research

Apply ethical principles to health-related research.

- RM4005 Data Collection and Analysis

Apply data collection and analysis tools to health-related topics.

- RM4006 Presenting Your Proposal Present formal research proposals.

HLTH 4520 - Healthcare Finance (5 credits)

- HF4001 Introduction to Finance

Identify terms and concepts relating to healthcare finance.

- HF4002 Budget Analysis

Analyze the relationship between financial statements and the financial health of an organization.

- HF4003 Cost Analysis

Assess components and purposes of financial reports.

- HF4004 Business Plans and Proposals

Apply budgeting strategies to effectively manage healthcare operations.

HLTH 4530 - Healthcare Economics From a Population Health Perspective (5 credits)

- HH4001 Introduction to Economics

Identify concepts related to healthcare economics.

- HH4002 Health Insurance and Reimbursement

Analyze the economic impact of health insurance and reimbursement.

- HH4003 Economics of Population Health

Analyze the impact of social determinants of health.

Electives (50 or 45 credits)

Students are to select 10 or nine courses (based on their concentration) from General Education, BS in Health Studies, or other Walden bachelor's degree programs. Elective credits should total either 50 or 45 to meet the program requirements. Students may also be eligible to transfer previous credit to meet their elective requirements.

Note: RN-BSN courses are not available to students outside the RN-BSN program.

Capstone Competencies (5 credits)

HLTH 4900 - Capstone (5 credits)

- CS4001 Professional Standards

Analyze health knowledge as it applies to professional skills and responsibilities.

- CS4002 Professional Development

Apply communication skills related to professional development.

- CS4003 Annotated Bibliography

Evaluate evidence-based resources relating to selected health issues and professional standards.

- CS4004 Communication Skills

Apply communication skills to selected health issues and professional standards.

- CS4005 Social Change

Apply social change concepts to a selected health issue.

+ Accelerate into Master's

Core Competencies (85 credits)

ACCT 1004 - Fundamentals of Accounting* (5 credits)

- FA1001 The Role of Accounting and Financial Information in Business and Society Identify the authoritative and rule-making process of accounting.
- FA1002 The Accounting Cycle: Original Entries to Post-Closing Trial Balance Apply the accounting process to basic financial statements.
- FA1003 Financial Statement and Quality Information Assessment Evaluate the quality of information reported in financial statements.
- Students may take this as a non-degree course.

HLTH 1000 - Concepts of Health Promotion* (5 credits)

- CH1001 Health Promotion

Identify concepts relating to health promotion.

- CH1002 Dimensions of Wellness

Apply dimensions of wellness to personal health goals.

- CH1003 Health Literacy

Analyze the relationship between health literacy, health marketing, and consumer behavior.

- CH1004 Health Indicators

Analyze social determinants of health that impact health indicators.

- Students may take this as a non-degree course.

HLTH 2110 - Behavioral and Cultural Issues in Healthcare* (5 credits)

- BC2001 Health Disparities

Demonstrate understanding of health disparities.

- BC2002 Cultural Competence

Apply culturally competent practices when working with patients and other healthcare professionals.

- BC2003 Social Ecological Model

Apply the social ecological model to community health issues.

- BC2004 Health Disparity Programs

Evaluate intervention programs aimed at mitigating health disparities.

- BC2005 Advocacy

Advocate for changes to policies or programs that positively impact the health of vulnerable populations.

- Students may take this as a non-degree course.

HLTH 2120 - Health Informatics* (5 credits)

- HI2001 Introduction to Health Informatics

Analyze the breadth, depth, and importance of health informatics.

- HI2002 Threats and Security

Explain threats that impact informatics applications.

- H12003 Databases

Analyze how databases are used in healthcare.

- HI2004 Technological Tools

Investigate current and trending technologies in healthcare.

- Students may take this as a non-degree course.

HLTH 3105TL - The Interprofessional Healthcare Team [Tempo Learning®-Specific Course] (5 credits)

- IH3001 Finding Your Role on the Team

Analyze the relationship between the roles of different team members.

- IH3002 Team Management Skills

Apply communication and conflict resolution skills in an interprofessional team.

- IH3003 Evaluating Team Members

Evaluate members of an interprofessional team.

HLTH 3110 - Current Issues in Healthcare Policy and Practice* (5 credits)

- CI3001 Healthcare Delivery Models

Analyze changing delivery models in acute healthcare.

- CI3002 Long-Term Care Delivery Models

Evaluate quality, safety, and access of long-term care settings.

- CI3003 Health Issues and Policy

Evaluate U.S. health policies as they compare to policies in other countries.

- CI3004 Policy Impact

Analyze the impact of policy on healthcare.

- CI3005 Policy Development

Propose healthcare policy initiatives.

- Students may take this as a non-degree course.

HLTH 3510 - Health Insurance and Reimbursement (5 credits)

- IR3001 Introduction to Health Insurance and Reimbursement

Identify key concepts relating to health insurance and reimbursement in the United States.

- IR3002 Types of Health Insurance

Analyze different types of health insurance.

- IR3003 Fraud and Abuse

Analyze insurance and reimbursement cases for potential fraud and abuse.

- IR3004 Revenue Cycle Management

Analyze the importance of effective revenue cycle management for a provider's fiscal stability.

- IR3005 Prospective Payment Systems

Analyze the components of varying prospective payment systems.

HLTH 4000 - Introduction to Healthcare Management* (5 credits)

- HM4001 Manager vs. Leader

Differentiate the characteristics of managers and leaders.

- HM4002 Emotional Intelligence

Analyze the influence of emotional intelligence on leadership style.

- HM4003 Roles and Responsibilities

Delegate responsibilities within a healthcare management team.

- HM4004 Leadership Strategies

Apply leadership strategies to management scenarios.

- HM4005 Leadership Philosophy

Develop a personal leadership philosophy reflective of emotional intelligence and leadership style.

- Students may take this as a non-degree course.

HLTH 4100 - Healthcare Organization Theory and Behavior* (5 credits)

- HT4001 Organizational Structure and Culture Examine the structure of various organizations.

- HT4002 Leadership

Analyze the qualities of leadership.

- HT4003 Organizational Behavior Management

Apply management skills to organizational environments.

- HT4004 Workplace Motivation

Apply workplace motivation theories.

- HT4005 Organizational Change

Apply management strategies to foster positive organizational changes.

- Students may take this as a non-degree course.

HLTH 4115 - Strategic Planning and Marketing in Healthcare* (5 credits)

- MG4001 Mission, Vision, and Values

Evaluate the mission, vision, and values for healthcare organizations.

- MG4002 SWOT Analysis

Analyze the strengths, weaknesses, opportunities, and threats of healthcare organizations.

- MG4003 Develop Marketing Plans

Develop marketing plans for healthcare organizations.

- Students may take this as a non-degree course.

HLTH 4205 - Introduction to Research Methods and Analysis (5 credits)

- RM4001 Research Questions

Develop health-related research questions designed around the scientific method.

- RM4002 Literature Review

Evaluate peer-reviewed research surrounding health-related topics.

- RM4003 Research Design

Apply research design to health-related topics.

- RM4004 Ethics in Research

Apply ethical principles to health-related research.

- RM4005 Data Collection and Analysis

Apply data collection and analysis tools to health-related topics.

- RM4006 Presenting Your Proposal Present formal research proposals.

HLTH 4520 - Healthcare Finance (5 credits)

- HF4001 Introduction to Finance

Identify terms and concepts relating to healthcare finance.

- HF4002 Budget Analysis

Analyze the relationship between financial statements and the financial health of an organization.

- HF4003 Cost Analysis

Assess components and purposes of financial reports.

- HF4004 Business Plans and Proposals

Apply budgeting strategies to effectively manage healthcare operations.

HLTH 4530 - Healthcare Economics From a Population Health Perspective (5 credits)

- HH4001 Introduction to Economics

Identify concepts related to healthcare economics.

- HH4002 Health Insurance and Reimbursement

Analyze the economic impact of health insurance and reimbursement.

- HH4003 Economics of Population Health

Analyze the impact of social determinants of health.

MMHA 5050TL - Contemporary Topics in U.S. Healthcare Delivery [Tempo Learning®-Specific Course] (5 credits)

- HE002 History of the U.S. Healthcare System

Explain how historic forces have shaped the present-day healthcare system.

- HE003 Delivery of Services

Explain the healthcare delivery system in the United States.

- HE004 Healthcare Funding in the United States

Explain how healthcare in the United States is financed.

- HE005 Key Drivers of Change

Analyze the impact of societal, business, and global trends on the healthcare industry.

MMHA 5300 - Law, Ethics, and Policy in Healthcare Administration (5 credits)

- LE001 Legal Requirements and Ethics

Summarize legal mandates and ethical principles to address complex challenges, manage risk, and advance organizational integrity.

- LE002 Healthcare Policy

Analyze the healthcare policy-making process for improving the health status of populations.

- LE003 Adapting Internal Policies and Practices

Adapt internal policies and practices to align with changes to healthcare laws and regulations.

- LE004 Analyzing Policies from Diverse Perspectives

Analyze a policy from diverse perspectives held by policymakers, interest groups, healthcare administrators, and other stakeholders to assess impact on an organization.

MMHA 5500 - Human Resource Management and Organizational Development and Leadership for Healthcare Administrators (5 credits)

- HR001 Aligning Workforce Capacity

Evaluate organizational values and goals in order to align the workforce and deliver cost-effective, high-quality care.

- HR002 Recruitment and Selection

Evaluate recruitment, selection, and dismissal practices for healthcare professionals.

- HR003 Professional Development and Retention

Evaluate a healthcare organization's practices for retaining talent and providing professional development and recommend strategies for improvement.

- HR004 Organizational Structure, Dynamics, and Culture

Assess the effectiveness of organizational structures in furthering an organization's ability to achieve its vision and goals.

- HR005 Team Building and Conflict Management

Evaluate collaborative, team-building, and conflict-management strategies when leading inter-professional teams.

- HR006 Leadership, Systems Thinking, and Change Management

Evaluate principles of effective leadership, systems thinking, and change management to address healthcare transformation, innovation, and accountability.

MMHA 5900 - Healthcare Quality Management* (5 credits)

- OM001 Patient Safety and Quality of Services

Explain the history and current state of patient safety and quality of services in healthcare.

- OM002 Organizational Compliance and Regulatory Mandates

Evaluate organizational compliance with regulatory mandates for healthcare quality and safety.

- OM003 Patient Experience and Culturally Sensitive, Patient-Centered Care

Apply best practices to provide an outstanding patient experience, including customer-service focused, culturally sensitive, and patient-centered care.

- OM004 Improving Patient Safety and Quality of Services

Evaluate compliance with best practices and industry standards for patient safety and quality of healthcare services and provide recommendations for improvement.

- Students may take this as a non-degree course.

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

The BS in Healthcare Management (Competency Based) includes AIM as a concentration option.

Note on Curriculum

In an effort to ensure competencies are kept up to date and relevant to meet the learning outcomes of the program, the number and subject matter of individual competencies needed to satisfy program course requirements may change. However,

program outcomes and the number and subject matter of courses will not be impacted. As a result, the required competencies listed in a student's individual learning plan may differ from what is currently listed in the catalog.

BS in Accounting

This program is not currently accepting new students. Current students must complete their programs of study in accordance with Walden's Time-to-Degree Completion policies.

Students in the BS in Accounting program are provided with a comprehensive professional accounting knowledge base mapped to American Institute of Certified Public Accountants (AICPA) competencies in functional accounting and professional and ethical standards. In today's diverse, global, and technologically sophisticated accounting environment, these competencies are highly sought by employers. Through this program, students gain a solid foundation in accounting principles, theories, concepts, and professional practices used in today's global accounting environment.

In core courses, students learn about professional accounting products, master the use of accounting products, and explore how to interpret financial information to support

business and organizational decision making. Students also master the digitization of accounting technology that support international financial reporting.

Students can choose the Public Accountancy concentration or the General Professional Accounting concentration, gaining the knowledge required to become certified public accountants (CPAs)* or prepare for other professional certifications. By combining a solid foundation in accounting principles with the flexibility to choose career-focused coursework, the BS in Accounting program ensures students gain professionally relevant skills that can be directly applied in the working world.

The program is results-oriented and extends beyond theories and conceptual understanding to practical application. Learning outcomes are achieved through coursework completed in specific area requirements for general education, as well as through both lower- and upper-division content courses.

Learning Outcomes

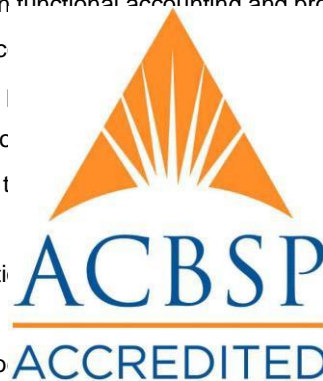
The BS in Accounting program provides students with a comprehensive understanding of accounting principles and practices, combining functional skills with a larger perspective of accounting's role in business.

At the end of this program, students will:

1. Apply problem-solving skills to multiple accounting situations, including those occurring in the international setting.
2. Communicate effectively about accounting and business practices within the context of larger organizational frameworks.
3. Access relevant accounting/financial guidance and apply it in their accounting practice.
4. Demonstrate well-developed competency in their accounting techniques.
5. Demonstrate collaborative skills across accounting and functional business areas.
6. Analyze sources of organizational risk.
7. Apply knowledge of the legal and regulatory environment in which the accounting profession operates.
8. Apply ethical reasoning in their accounting practices.

Degree Requirements

- 181 total quarter credits
- General Education courses (45 credits)



- Core courses (106 credits)
- Concentration courses (0-20 credits, depending on concentration)
- Electives (5-25 credits, depending on concentration)
- Capstone course (5 credits)

Curriculum

General Education Courses (45 credits)

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

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

Core Courses (106 credits)

LDRS 1001 - Personal and Organizational Leadership (6 credits) ACCT 1004 - Fundamentals of Accounting* (5 credits)

- Students may take this as a non-degree course.

ACCT 2002 - Managerial Accounting: Introduction to Financial Planning and Analysis* (5 credits)

- Students may take this as a non-degree course.

ACCT 2004 - Financial Accounting* (5 credits)

- Students may take this as a non-degree course.

ACCT 3001 - Intermediate Accounting I* (5 credits)

- Students may take this as a non-degree course.

ACCT 3002 -Auditing and Internal Controls* (5 credits)

- Students may take this as a non-degree course.

ACCT 3003 - Intermediate Accounting II* (5 credits)

- Students may take this as a non-degree course.

ACCT 3004 - Intermediate Accounting III* (5 credits)

- Students may take this as a non-degree course.

ACCT 3005 - Intermediate Accounting IV* (5 credits)

- Students may take this as a non-degree course.

ACCT 3006 -Accounting Information Systems* (5 credits)

- Students may take this as a non-degree course.

ACCT 4001 - Government and Nonprofit Accounting* (5 credits)

- Students may take this as a non-degree course.

ACCT 4002 -Advanced Financial Accounting I* (5 credits)

- Students may take this as a non-degree course.

ACCT 4005 - Federal Taxation I: Individual Taxation* (5 credits)

- Students may take this as a non-degree course. BUSI 1002 - Introduction to Management* (5 credits)

- Students may take this as a non-degree course.

BUSI 2001 - Business Law* (5 credits)

- Students may take this as a non-degree course.

BUSI 3002 - Ethical Leadership* (5 credits)

- Students may take this as a non-degree course.

COMM 4101 - Organizational Communication* (5 credits)

- Students may take this as a non-degree course.

ECON 1002 - Microeconomics* (5 credits)

- Students may take this as a non-degree course.

FNCE 3001 - Financial Management* (5 credits)

- Students may take this as a non-degree course.

MRKT 3001 - Marketing* (5 credits)

- Students may take this as a non-degree course.

STAT 2002 - Business Statistics* (5 credits)

- Students may take this as a non-degree course.

Concentration Courses (0-20 credits)

These courses are dependent upon the particular concentration. Please see the course list on each concentration page.

+ BS in Accounting (General Program)

In the General concentration, students deepen their understanding of the accounting profession and its role in today's business environment. Students can tailor their studies through a broad selection of electives and develop skills and knowledge they can use across business, government, nonprofit, or financial service settings. This concentration prepares students for professional certification.

Electives (25 credits)

Choose five courses from General Education, Walden's other bachelor's degree programs, or Accelerate Into Master's **(AIM)** courses. Students may also be eligible to transfer previous credit to meet their elective requirements.

Note on Minors: Electives can also be used to complete a six-course minor. The following course is recommended as an elective:

FNCE 4101 - Corporate Finance* (5 credits)

- Students may take this as a non-degree course.

Capstone Course (5 credits)

BUSI 4900 - Capstone: Strategic Business Management (5 credits)

+ Concentration in Public Accountancy

With the Public Accountancy concentration, students develop a strong foundation in accounting theory, principles, and procedures and gain a broad base of business knowledge. Students explore coursework in corporate taxation and advanced

financial accounting and business law while developing the problem-solving and communications skills needed to function effectively across an organization. This program prepares students for graduate study or an accounting career in business, nonprofit, government, or financial services sectors.

Concentration Curriculum

Concentration Courses (20 credits)

ACCT 4003 -Advanced Financial Accounting II* (5 credits)

- Students may take this as a non-degree course.

ACCT 4004 -Advanced Financial Accounting III* (5 credits)

- Students may take this as a non-degree course.

ACCT 4006 - Federal Taxation II: Corporate Taxation* (5 credits)

- Students may take this as a non-degree course.

BUSI 3006 -Advanced Business Law* (5 credits)

- Students may take this as a non-degree course.

Electives (5 credits)

Choose one course from General Education, Walden's other bachelor's degree programs,

or Accelerate Into Master's (AIM) courses. Elective credits should total 5 to meet the program requirements.

Students may also be eligible to transfer previous credit to meet their elective requirements.

Note on Minors: Electives can also be used to complete a six-course minor. Although this program requires fewer than six elective courses, students have the option to complete a minor and graduate with more than the required number of credits for this program.

Capstone Course (5 credits)

ACCT 4900 -Accounting Capstone Project (5 credits)

Electives (5-25 credits)

Electives are dependent upon the particular concentration. Please see the elective requirements on each concentration page.

Capstone Course (5 credits)

These courses are dependent upon the particular concentration. Please see the course list on each concentration page.

Accreditation

Walden's BS in Accounting program is accredited by ACBSP and has earned the organization's Specialized Accounting Accredited status. ACBSP is a leading specialized accreditation association that identifies and supports excellence in business education.



Note on Licensure

Most states require individuals to complete 150 semester (225 quarter) hours in certain subject areas in order to be eligible to sit for the Certified Public Accountant (CPA) exam and/or obtain a CPA license. Walden's accounting programs can help graduates progress toward meeting those requirements. The BS in Accounting offers 120 quarter (80 semester) credit hours that include upper-level courses in topics such as financial accounting, auditing, taxation, and management accounting. The MS in Accounting program offers 30 semester (45 quarter) credit hours, while the MBA Accounting specialization offers

nine semester (13.5 quarter) credit hours. These programs include graduate courses in topics such as financial accounting, managerial accounting, and legal and ethical accounting practices. This will require students to complete additional coursework to meet state requirements.

In each state, there are specific policies that must be followed when an individual is seeking to become a licensed accountant. Some states will not allow individuals who complete the Walden accounting programs to sit for the CPA licensing exams due to state-specific issues such as professional accreditation or face-to-face instruction. For information on the educational requirements for your state, refer to the state's Board of Accountancy or related agency.

Walden enrollment specialists can provide guidance about accountant licensure; however, it remains the responsibility of the individual enrolling in the program to read, understand, and comply with the licensure requirements in the state where he or she resides. Additionally, prospective students are advised if they choose to relocate to carefully review, evaluate, and understand the requirements of the applicable licensure board in the state in which they intend to relocate.

Walden University can make no representation, warranty, guarantee, or commitment that successful completion of a Walden program, or coursework for credit within a program, will make a graduate eligible to sit for a licensure exam or to obtain state licensure.

BS in Business Communication

This program is not currently accepting new students. Current students must complete their programs of study in accordance with Walden's Time-to-Degree Completion policies.

Students in the BS in Business Communication program are prepared to meet the growing demand for professionals who can create effective business strategies and communicate them effectively to colleagues, customers, and other key audiences. Through a multidisciplinary curriculum, students learn strategic communication skills while exploring the fundamentals of business and the dynamics of organizations. Topics in this program include social media; interpersonal, oral, and written communications; emerging media and new technologies; human resources; leadership; and organizational management.

Learning Outcomes

Graduates of the program will be prepared to:

1. Use fundamental business principles and practices to solve business problems in a real-world context.
2. Demonstrate an awareness of their own values, dispositions, and communication styles through their personal and professional communication.
3. Apply technology to enable digital communication in professional settings.
4. Demonstrate economic, political, legal, ethical, and socially aware strategies in their communications with both local and global audiences.
5. Utilize a systems perspective to optimize organizational, community, and global communication.
6. Employ critical-thinking skills in selecting communication strategies that are appropriate considering the diversity of the audience.
7. Examine communication strategies necessary to promote social change.

Degree Requirements

- 181 total quarter credits

- General Education courses (46 credits)
- Core courses (60 credits)
- Elective courses (70 credits)
- Capstone course (5 credits)

Curriculum

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

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

Core Courses

BUSI 1002 - Introduction to Management* (5 credits)

- Students may take this as a non-degree course.

HRMG 3001 - Human Resource Management* (5 credits)

- Students may take this as a non-degree course.

MRKT 3001 - Marketing* (5 credits)

- Students may take this as a non-degree course.

CMIS 3001 - Computing and Society* (5 credits)

- Students may take this as a non-degree course.

COMM 2003 - Writing for the Digital Age* (5 credits)

- Students may take this as a non-degree course.

MEDC 3001 - Communicating Through Media and Technology* (5 credits)

- Students may take this as a non-degree course.

PREL 3001 - Principles of Public Relations* (5 credits)

- Students may take this as a non-degree course.

COMM 4101 - Organizational Communication* (5 credits)

- Students may take this as a non-degree course.

PREL 4103 - Crisis Communications* (5 credits)

- Students may take this as a non-degree course.

COMM 4001 - Intercultural Communication* (5 credits)

- Students may take this as a non-degree course.

MRKT 4512 - International Marketing Communications* (5 credits)

- Students may take this as a non-degree course.

Electives

Students are to select 14 additional courses to fulfill the elective requirement. Students may choose courses from either General Education courses, BS in Business Communication concentration courses, BS in Business Administration courses, courses from any of Walden's bachelor's degree programs, or Accelerate Into Master's (AIM) courses. Individual course prerequisites apply. These elective credits are in addition to the five-credit general education elective.

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

Suggested elective courses: COMM 2002, BUSI 2002, BUSI 2003, FNCE 3001, BUSI 3002, COMM 4001

Capstone Course (5 credits)

COMM 4901 - Communication Capstone (5 credits)

Note on Accreditation

At the bachelor's level, Walden University's BS in Business Administration and BS in Accounting are the only programs accredited by the Accreditation Council for Business Schools and Programs (ACBSP). The BS in Business Communication is not accredited by the ACBSP. Please visit

our Accreditation page to see the list of Walden accreditations.

BS in Computer Information Systems

This program is not currently accepting new students. Current students must complete their programs of study in accordance with Walden's Time-to-Degree Completion policies.

The BS 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 BS 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 BS in Computer Information Systems student will gain more specialized skills in a variety of areas. Concentration options focus on the positive impact information systems can have on people and society, in areas such as security, usability, and collaboration.

Learning Outcomes

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

1. Apply the fundamental concepts of computing and mathematics to organizational and societal priorities.
2. Apply business and system analysis methods to identify and define the computing requirements of organizations.
3. Design, implement, and evaluate a computer-based system or program that meets the needs of organizational stakeholders.
4. Work collaboratively with others to implement new process and systems in an organization.
5. Demonstrate knowledge of the ethical, legal, security, and social dimensions of their work.
6. Communicate effectively with information system stakeholders.
7. Analyze the impact of information system solutions on individuals, organizations, and global society.
8. Create a professional development plan based on recognition of its need and value.
9. Apply current techniques and tools to manage information systems projects.
10. Demonstrate knowledge of processes that support the delivery and management of information systems within a business environment.

Program Educational Objectives (PEOs)

1. Develop information systems solutions to meet the needs of employers and communities in a global society.
2. Collaborate effectively with a variety of stakeholders to meet user needs.
3. Be employed in progressively more responsible positions in the information systems field.
4. Demonstrate ethical behavior as information system professionals.
5. Demonstrate sensitivity to the impact of technology on the individual, the organization, and society as an information system professional.
6. Maintain up-to-date knowledge in the world of information systems and information systems- related business practices.

Degree Requirements

- 181 total quarter credits
- General Education (45 credits)
- Core courses (61 credits)
- Concentration courses (5-25 credits, depending on concentration)
- Elective courses (45-65 credits, depending on concentration)
- Capstone course (5 credits)

Curriculum

General Education Courses (45 credits)

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

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

Core Courses (61 credits)

Business Courses (31 credits)

LDRS 1001 - Personal and Organizational Leadership (6 credits) ACCT 1004 - Fundamentals of Accounting* (5 credits)

- Students may take this as a non-degree course.

BUSI 1002 - Introduction to Management* (5 credits)

- Students may take this as a non-degree course.

BUSI 3010 - Operations Management* (5 credits)

- Students may take this as a non-degree course.

ISYS 3001 - Information Systems in Enterprise* (5 credits)

- Students may take this as a non-degree course.

STAT 3001 - Statistical Methods and Applications* (5 credits)

- Students may take this as a non-degree course.

Computer Information Systems Courses (30 credits)

CMIS 2001 - Internet Computing* (5 credits)

- Students may take this as a non-degree course.

ITEC 1005 - The Profession and Practice of Information Technology* (5 credits)

- Students may take this as a non-degree course.

ITEC 2040 - Systems Analysis* (5 credits)

- Students may take this as a non-degree course.

ITEC 2050 - Systems Design* (5 credits)

- Students may take this as a non-degree course.

ITEC 2060 - Database Management Systems (5 credits)

ITEC 2055 - Technical Problem-Solving and Project Management* (5 credits)

- Students may take this as a non-degree course.

Concentration Courses (5-25 credits)

These courses are dependent upon the particular concentration. Please see the course list on each concentration page.

✦ BS in Computer Information Systems (General Program)

Required Course (5 credits)

CMIS 1004 - Object-Oriented Programming Concepts* (5 credits)

- Students may take this as a non-degree course.

Electives (65 credits)

Choose 13 courses from general education, BS in Computer Information Systems, other Walden bachelor's degree programs, or Accelerate Into Master's (AIM) course. Elective credits should total 65 to meet program requirements (at least 35 credits must be upper level). Students may also be eligible to transfer previous credit to meet your elective requirements.

Note on minors: Electives can also be used to complete a six-course minor. Individual course prerequisites apply.

✦ Concentration in Cybersecurity for Information Systems

In the Cyber Security for Information Systems concentration, students learn how to effectively assess and guide security aspects impacting the information systems of an organization. The curriculum helps students gain insights into policies and techniques to increase the security of information utilized by an organization plus issues related to privacy and ethical concerns when using information.

Concentration Curriculum

Concentration Courses (25 credits)

CMIS 1004 - Object-Oriented Programming Concepts* (5 credits)

- Students may take this as a non-degree course.

ITEC 2030 - Platform Technologies and Operating Systems* (5 credits)

- Students may take this as a non-degree course.

ITEC 3020 - Information Assurance and Security (5 credits) ITEC 3101 - Systems Software Security (5 credits)

ITEC 4101 - Network Security (5 credits)

Electives (45 credits)

Choose nine courses from general education, BS in Computer Information Systems, other Walden bachelor's degree programs, or Accelerate Into Master's (AIM). Elective credits should total 45 to meet program requirements (at least 20 credits must be upper level). Students may also be eligible to transfer previous credit to meet elective requirements.

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

✦ Concentration in Information Systems Management

The Information Systems Management concentration teaches students how to leverage technology to meet their organization's strategic goals by evaluating technology options; developing methods for transferring and assimilating new technology; and managing large, complex projects.

Concentration Curriculum

Concentration Courses (20 credits)

CMIS 1004 - Object-Oriented Programming Concepts* (5 credits)

- Students may take this as a non-degree course.

ISYS 4301 - Business Process Design* (5 credits)

- Students may take this as a non-degree course.

ISYS 4302 - Management of Technology* (5 credits)

- Students may take this as a non-degree course.

CMIS 4601 - Information Systems Service Management* (5 credits)

- Students may take this as a non-degree course.

Electives (50 credits)

Choose 10 courses from general education, BS in Computer Information Systems, other Walden bachelor's degree programs, or Accelerate Into Master's (AIM) courses. Elective credits should total 50 to meet program requirements (at least 20 credits must be upper level). Students may also be eligible to transfer previous credit to meet elective requirements.

Note on minors: Electives can also be used to complete a six-course minor. Individual course prerequisites apply.

✦ Concentration in Web and Mobile Applications Design

This concentration provides students with an in-depth exploration of the role of the systems designer in application development. Students study ways to design and develop user-friendly applications and systems-for both the web and mobile devices-that reach the target audience and optimize the user experience. Coursework topics include web programming, mobile application development, human-computer interaction, and user experience design. Students examine the tools and techniques they need to create applications for multiple platforms.

Concentration Curriculum

Concentration Courses (20 credits)

ITEC 1030 - Introduction to Programming (5 credits) ITEC 2070 - User Experience Design (5 credits) ITEC 2080 - Web Programming (5 credits)

ITEC 3501 - Web and Mobile Application Design (5 credits)

Electives (50 credits)

Choose 10 courses from general education, BS in Computer Information Systems, other Walden bachelor's degree programs, or Accelerate Into Master's (AIM) courses. Elective credits should total 50 to meet program requirements (at least 30 credits must be upper level). Students may also be eligible to transfer previous credit to meet elective requirements.

Note on minors: Electives can also be used to complete a six-course minor. Individual course prerequisites apply.
Electives (45-65 credits)

Students are to select 9-13 additional courses, depending on whether they select the General Program option or a concentration, to fulfill the elective requirement. Students may choose courses from either general education courses, BS in Computer Information Systems concentration courses, courses from any of Walden's bachelor's degree programs, or Accelerate Into Master's (AIM) courses. Individual course prerequisites apply. Each concentration has a minimum number of elective courses that must be taken at the upper level. See individual concentration pages for more information.

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

Capstone Course (5 credits)

CMIS 4999 - IS Capstone Project (5 credits)

BS in Information Technology

This program is not currently accepting new students. Current students must complete their programs of study in accordance with Walden's Time-to-Degree Completion policies.

The BS in Information Technology (IT) program integrates expertise in the information technology and business fields. It is designed to help students form a solid foundation for long-term career growth and success in today's global, IT-driven environment.

This degree program will help equip students with the technical skills they need to succeed in the field, while providing a strong understanding of key managerial and organizational concepts.

Through hands-on lab activities, students will have the opportunity to collaborate with cross-functional teams and problem-solve real-world challenges. Students will also gain the added advantage of joining Walden's diverse learning community-an experience that helps uniquely position them to work in the multicultural, interdisciplinary teams typical of today's global, IT-driven economy.

Accreditation

Walden University's Information Technology program is accredited by the Computing Accreditation Commission of ABET, the internationally recognized accreditor for college and university programs in computing, information systems, and engineering technology. This accreditation reaffirms the quality of Walden's technology programs and support services, as well as its commitment to continuous assessment and improvement.

Program of Distinction

As a further mark of quality, Walden University has been designated by the National Security Agency (NSA) and the Department of Homeland Security as a National Center of Academic Excellence in Cyber Defense and a National Center for Cybersecurity Education.



Learning Outcomes

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

1. Analyze a complex computing problem and to apply principles of computing and other relevant disciplines to identify solutions.
2. Design, implement, and evaluate a computing-based solution to meet a given set of computing requirements in the context of the program's discipline.
3. Communicate effectively in a variety of professional contexts.
4. Recognize professional responsibilities and make informed judgments in computing practice based on legal and ethical principles.
5. Function effectively as a member or leader of a team engaged in activities appropriate to the program's discipline.
6. Identify and analyze user needs and to take them into account in the selection, creation, integration, evaluation, and administration of computing-based systems.
7. Evaluate the positive social change impacts of information technology on individuals, organizations, and society.

Program Educational Objectives (PEOs)

1. Develop IT solutions to meet the needs of employers and communities in a global society.
2. Implement IT projects to satisfy business needs within time, budget, and quality constraints.
3. Collaborate effectively with a variety of stakeholders to meet user needs.
4. Be employed in progressively more responsible positions in the IT field.
5. Demonstrate ethical behavior as IT professionals.
6. Demonstrate sensitivity to the impact of technology on the individual, the organization, and society as an IT professional.
7. Maintain up-to-date knowledge in the world of IT and IT-related business practice.

Degree Requirements

- 181 total quarter credits
- General Education courses (45 credits)
- Core courses (96 credits)
- Concentration courses (20 credits)
- Elective courses (15 credits)
- Capstone courses (5 credits)

Curriculum

General Education Courses (45 credits)

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

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

Core Courses

LDRS 1001 - Personal and Organizational Leadership (6 credits)

ITEC 1005 - The Profession and Practice of Information Technology* (5 credits)

- Students may take this as a non-degree course.

ITEC 1015 - Introduction to Computer Systems* (5 credits)

- Students may take this as a non-degree course.

ITEC 1020 - Networking Fundamentals* (5 credits)

- Students may take this as a non-degree course.

ITEC 1030 - Introduction to Programming (5 credits) ITEC 2010 - Data Structures (5 credits)

ITEC 2030 - Platform Technologies and Operating Systems* (5 credits)

- Students may take this as a non-degree course.

ITEC 2040 - Systems Analysis* (5 credits)

- Students may take this as a non-degree course.

ITEC 2050 - Systems Design* (5 credits)

- Students may take this as a non-degree course.

ITEC 2055 - Technical Problem-Solving and Project Management* (5 credits)

- Students may take this as a non-degree course.

ITEC 2025 - Discrete Structures (5 credits)

ITEC 2060 - Database Management Systems (5 credits) ITEC 2070 - User Experience Design (5 credits)

ITEC 2080 - Web Programming (5 credits)

ITEC 3010 - Web and Mobile Technologies (5 credits) ITEC 3020 - Information Assurance and Security (5 credits)

ITEC 4010 - Network Administration (5 credits)

ITEC 4030 - Systems Integration (5 credits)

STAT 3401 - Statistics for Data Analytics (5 credits)

Concentration Courses (20 credits)

These courses are dependent upon the particular concentration. Please see the course list on each concentration page.

+ Concentration in Cybersecurity

Students in this concentration gain the specialized knowledge to identify network security vulnerabilities and implement frameworks for incident prevention, response, and recovery. With courses in computer forensics and network and software security, the curriculum examines the tools, techniques, issues, and best practices related to computer security in organizations today.

Concentration Courses (20 credits)

ITEC 3101 - Systems Software Security (5 credits)

ITEC 4101 - Network Security (5 credits)

ITEC 4102 -Application Software Security (5 credits) ITEC 4103 - Computer Forensics (5 credits)

+ Concentration in Database Administration

This concentration focuses on the development, deployment, management, and integration of databases and information systems. Courses explore topics on database-driven web applications, database administration, data centers, and fault-tolerant systems. Students gain a comprehensive understanding of the database environment and learn to plan, design, and implement data storage solutions to ensure business continuity.

Concentration Courses (20 credits)

ITEC 3201 - Database-Driven Web Applications (5 credits) ITEC 4201 - Database Administration (5 credits)

ITEC 4202 -Advanced Database Topics (5 credits) ITEC 4203 - Fault-Tolerant Systems (5 credits)

+ Concentration in Network Administration

This concentration focuses on the design, deployment, and administration of scalable data networks and telecommunication infrastructures. Courses address IT service management; planning, maintenance, and security of networks; and network fault-tolerance. Students gain an understanding of computer network operations, computer hardware and software, network equipment management, and network security and reliability.

Concentration Courses (20 credits)

ITEC 3301 - IT Service Management* (5 credits)

- Students may take this as a non-degree course.

ITEC 4101 - Network Security (5 credits)

ITEC 4203 - Fault-Tolerant Systems (5 credits)

ITEC 4302 - Network Planning and Maintenance (5 credits)

+ Concentration in Web and Mobile Applications Development

In the Web and Mobile Applications Development concentration, students learn how to develop, design, and integrate web-based applications. Students examine information architecture design as well as visual and interaction design. They discover the elements of building a web application from start to finish, gaining a holistic view of the web development life cycle. Students have the opportunity to gain experience creating applications for multiple platforms, including smartphones, gaming, and cellular devices.

Concentration Courses (20 credits)

ITEC 3501 - Web and Mobile Application Design (5 credits) ITEC 4501 - Web and Mobile User Experience Design (5 credits)

ITEC 4502 - Implementing Effective Mobile Web Applications (5 credits) ITEC 4503 - Developing Mobile Native Applications (5 credits)

+ Self-Designed

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.

Concentration Courses (20 credits)

Students in the Self-Designed concentration may take any four courses from the other BS in Information Technology concentrations listed. Students may also petition to use alternate upper-division courses.

Electives (15 credits)

Students are to select three additional courses to fulfill the elective requirement. Students may choose courses from either General Education courses, BS in Information Technology concentration courses, courses from any of Walden's bachelor's degree programs, or Accelerate Into Master's (**AIM**) courses. Individual course prerequisites apply. These 15 credits of electives are in addition to the 5-credit general education elective.

Note on Minors: Electives can also be used to complete a six-course minor. Although this program requires fewer than six elective courses, students have the option to complete a minor and graduate with more than the required number of credits for this program.

Capstone Courses (5 credits)

ITEC 4999 - IT Capstone Project (5 credits)

BS in Business Administration Dual Degree and Global Business Concentration Programs

Graduates in the Dual Degree program obtain both their home institution Bachelor of Science (BS) in Business Administration as well as a BS in Business Administration from Walden University. Both programs can be completed in nine semesters.

The Walden Dual Degree program is designed to give students the tools for an international career in business. It is a 10-course sequence of core courses in the Walden BS in Business Administration program that, taken in conjunction with the home institution BS in Business Administration program allows the student to earn a BS in Business Administration from Walden University.

The Dual Degree program has many benefits:

- It offers an intensive curriculum designed to build business skills.
- Students additionally obtain a Certificate on Global Business upon completion of the fourth Walden University course, and a Certificate in Global Marketing Communications upon completion of the seventh course. Students obtain their BSBA degree upon completion of their last course in the sequence of Walden University Dual Degree coursework, and completion of their UVM course work is required.
- The course sequence is designed to allow the student the same amount of time to complete the bachelor's degree at their local university.
- Students can earn a degree from a U.S. university without leaving their home country.
- Students become skilled at working individually and in teams at distance using technology.
- Students build their English skills for use in professional and business environments.
- Students learn time management skills to meet the exigencies of a dual degree, the academic demands of the on-site home campus and the different demands of Walden's one online program.

The Dual Degree program offers start dates every semester: January, May, and September. Please consult with the Walden coordinator for specific details.

Global Business Concentration Program

The Global Business Concentration (GBC) is designed for students who wish to enhance their global business knowledge, complete coursework from a U.S. university, and gain business knowledge and experience. Students are not required to have previous coursework in business, and thus, students from non-business majors interested in obtaining training and a credential in business from a U.S. institution can participate. The concentration is a three-course sequence, two of which are used in the Dual Degree program.

The Global Business Concentration has many benefits:

- It requires only three semesters of coursework to complete the sequence.
- Students will receive a Certificate of Recognition from Walden University upon successful completion of the courses.

Graduate Certificate in Business

Competitive advantage is a necessity in business. For those looking to gain a foundation in business the Certificate in Business can provide students a robust understanding of business essentials in order to gain competitive advantage in almost any industry. The Certificate in Business is designed to help students enhance their business skills and obtain knowledge in key business disciplines including accounting, finance, business performance and marketing.

Note: This certificate is not available as a standalone offering. Students may complete the certificate requirements along the way to completing their MBA degree by way of program core or specialization courses.

Certificate Requirements

- 12 total semester credits

Curriculum

WMBA 6040 - Improving Business Performance* (3 semester credits)

- Students may take this as a non-degree course.

WMBA 6050 -Accounting for Management Decision Making* (3 semester credits)

- Students may take this as a non-degree course.

WMBA 6060 - Marketing for Competitiveness* (3 semester credits)

- Students may take this as a non-degree course.

WMBA 6070 - Managerial Finance* (3 semester credits)

- Students may take this as a non-degree course.

Course Sequence

The recommended course sequence is as follows:

Course
W MBA 6040 - Improving Business Performance
W MBA 6050 - Accounting for Management Decision Making MBA 6060 - Marketing for Competitiveness
W MBA 6070 - Managerial Finance

Credits

3 semester credits

3 semester credits

3 semester credits

3 semester credits

Graduate Certificate in Business Management

Walden's Graduate Certificate in Business Management program explores common issues related to day-to-day business operations. Coursework provides leadership lessons and business fundamentals that prepare students to be more effective in the workplace. Career management planning skills are integrated throughout the coursework, providing students with a blueprint for defining and achieving their professional goals. All credits earned in this certificate program may be applied to Walden's Master of Business Administration (MBA) program.

Certificate Requirements

- 12 total semester credits

Curriculum

WMBA 6000 - Dynamic Leadership* (3 semester credits)

- Students may take this as a non-degree course.

WMBA 6010 - Managing People and Promoting Collaboration* (3 semester credits)

- Students may take this as a non-degree course.

WMBA 6020 - Fostering a Culture of Innovation* (3 semester credits)

- Students may take this as a non-degree course.

WMBA 6030 - Managing Business Information Systems* (3 semester credits)

- Students may take this as a non-degree course.

Course Sequence

The recommended course sequence is as follows:

r Semester	Course	Credits
1	WMBA 6000 - Dynamic Leadership	3 semester credits
2	WMBA 6020 - Fostering a Culture of Innovation	3 semester credits

Graduate Certificate in Evidence-Based Coaching

The Graduate Certificate in Evidence-Based Coaching specialization prepares students to facilitate change that can help individuals and organizations improve performance and achieve goals. This certificate is among the few online coaching training programs that provide the academic curriculum and 30 hours of experience required to be eligible to take the Board Certified Coach (BCC) credential exam.

Learning Outcomes

All graduates will be prepared to:

1. Evaluate current theories and research in evidence-based coaching.
2. Integrate professional competencies in the application of evidence-based coaching.
3. Distinguish among major factors that impact leader development through coaching.
4. Analyze factors that impact leadership effectiveness on teams and in organizations.
5. Evaluate the role of leadership and evidence-based coaching in positive social change.

Certificate Requirements

- 17 total quarter credits
- Certificate courses (17 credits)
- Coaching Skills Virtual Intensive (0 credits)

Curriculum

DRWI 8508 - Coaching Skills Virtual Intensive (0 credits)

IPSY 6753 - Leadership Coaching: Theories, Concepts, and Processes (6 credits) IPSY 6755 - Leadership and Leader

Development (5 credits)

IPSY 6756 - Leadership Coaching: Practices and Applications (6 credits)

Course Sequence

The recommended course sequence is as follows:

Quarter	Course	Credits
Quarter 1	IPSY 6753 - Leadership Coaching: Theories, Concepts, and Processes	6 credits
	IPSY 6755 - Leadership and Leader Development	5 credits
Quarter 2	IPSY 6756 - Leadership Coaching: Practices and Applications	6 credits
	DRWI 8508 - Coaching Skills Virtual Intensive	0 credits

Graduate Certificate in Healthcare Business Improvement

Develop the skills needed to become more marketable in the field and participate in and influence policy development while enhancing healthcare professional skills. The Graduate Certificate in Healthcare Business Improvement offers students an opportunity to further their education and become a skilled professional with effective business skills within healthcare. It also supports students' abilities to understand healthcare delivery systems to cultivate leadership and support business initiatives within the healthcare industry.

Note: This certificate is not available as a standalone offering. Students may complete the certificate requirements along the way to completing their MBA degree by way of program core or specialization courses.

Certificate Requirements

- 12 total semester credits

Curriculum

WMBA 6040 - Improving Business Performance* (3 semester credits)

- Students may take this as a non-degree course.

WMBA 6602 - Contemporary Topics in the U.S. Healthcare Delivery System* (3 semester credits)

- Students may take this as a non-degree course.

WMBA 6604 - Law, Ethics, and Policy in Healthcare Administration* (3 semester credits)

- Students may take this as a non-degree course.

WMBA 6608 - Healthcare Financial Management and Economics* (3 semester credits)

- Students may take this as a non-degree course.

Course Sequence

The recommended course sequence is as follows:

Course
W MBA 6040 - Improving Business Performance
W MBA 6602 - Contemporary Topics in the U.S. Healthcare Delivery System MBA 6604 - Law, Ethics, and Policy in Healthcare Administration
W MBA 6608 - Healthcare Financial Management and Economics

Credits

3 semester credits

3 semester credits

3 semester credits

3 semester credits

Graduate Certificate in Human Resource Leadership

There are many workplace challenges facing today's human resources (HR) professional. To be an effective leader when faced with a number of challenging issues, the HR professional must have the abilities to effectively resolve these issues as well as the collaboration skills necessary to partner with internal business units to ensure the success of the enterprise. The Human Resources Leadership (HRL) graduate certificate coursework addresses the significant strategic and operational aspects of human resources leadership. HRL addresses the necessary skills surrounding the role of HR as a strategic business partner across the organization.

Note: This certificate is not available as a standalone offering. Students may complete the certificate requirements along the way to completing their MBA degree by way of program core or specialization courses.

Certificate Requirements

- 12 total semester credits

Curriculum

WMBA 6000 - Dynamic Leadership* (3 semester credits)

- Students may take this as a non-degree course.

WMBA 6201 - Individual and Organizational Performance Management* (3 semester credits)

- Students may take this as a non-degree course.

WMBA 6401 - Human Resource Analytics* (3 semester credits)

- Students may take this as a non-degree course.

WMBA 6501 - Conflict Management and Negotiation* (3 semester credits)

- Students may take this as a non-degree course.

Course Sequence

The recommended course sequence is as follows:

Course
W MBA 6000 - Dynamic Leadership
W MBA 6201 - Individual and Organizational Performance Management MBA 6401 - Human Resource Analytics
W MBA 6501 - Conflict Management and Negotiation

Credits

3 semester credits

3 semester credits

3 semester credits

3 semester credits

Graduate Certificate in Human Resource Management

The Graduate Certificate in Human Resource Management (HRM) is a four-course overview of key HRM topics and issues facing HRM professionals. Students investigate issues identified within the competencies outlined by the Society for Human Resource Management (SHRM) as being critical to the success of human resource (HR) professionals. Coursework prepares learners to provide innovative HR solutions in an increasingly complex global economy. Students explore the dynamic field of HR and its role in business results and human capital development. Credits earned from this certificate program may be applied toward Walden's MS in Human Resource Management.

Certificate Requirements

- 12 total semester credits

Curriculum

MHRM 6101 - Foundations of Human Resource Management* (3 semester credits)

- Students may take this as a non-degree course.

MHRM 6201 - Individual and Organizational Performance Management* (3 semester credits)

- Students may take this as a non-degree course.

MHRM 6301 - Legal and Regulatory Environment* (3 semester credits)

- Students may take this as a non-degree course.

MHRM 6401 - Human Resource Analytics* (3 semester credits)

- Students may take this as a non-degree course.

Course Sequence

The recommended course sequence is as follows:

	Semes	Course	Credits
ter			
er 1	Semes	MHRM 6101 - Foundations of Human Resource Management	3 semester credits
		MHRM 6201 - Individual and Organizational Performance Management	3 semester credits
er 2	Semes	MHRM 6301 - Legal and Regulatory Environment	3 semester credits
		MHRM 6401 - Human Resource Analytics	3 semester credits

Graduate Certificate in Leading Complex Organizational Projects

Managing a successful project team requires a leader to lead skilled personnel and support technical excellence. A manager in the field of project management is responsible for how the project will be completed and who will effectively be assigned to perform the work. Managers have a responsibility to plan, organize, evaluate, direct, and lead their teams to achieve overall business success. For those looking for a challenging and informative opportunity, the Graduate Certificate in Leading Complex Organizational Projects can set students apart from other leaders in their field.

Note: This certificate is not available as a standalone offering. Students may complete the certificate requirements along the way to completing their MBA degree by way of program core or specialization courses.

Certificate Requirements

- 12 total semester credits

Curriculum

WMBA 6010 - Managing People and Promoting Collaboration* (3 semester credits)

- Students may take this as a non-degree course.

WMBA 6620 - Practices in Project Management* (3 semester credits)

- Students may take this as a non-degree course.

WMBA 6623 - Enterprise and Project Risk Management* (3 semester credits)

- Students may take this as a non-degree course.

WMBA 6627 - Stakeholder Management and Organizational Behavior* (3 semester credits)

- Students may take this as a non-degree course.

Course Sequence

The recommended course sequence is as follows:

Course
W MBA 6010 - Managing People and Promoting Collaboration MBA 6620 - Practices in Project Management
W MBA 6623 - Enterprise and Project Risk Management
W MBA 6627 - Stakeholder Management and Organizational Behavior
W

Credits

3 semester credits

3 semester credits

3 semester credits

3 semester credits

Post-Doctoral Bridge to Business Administration Certificate

The Post-Doctoral Bridge to Business Administration Certificate program is designed to provide students who hold a doctoral degree in business or a non-business field with core knowledge in a business discipline outside their previous doctoral studies. Students explore such topics as marketing, business strategy, and compliance. This certificate program emphasizes business aspects in a global context and explores relevant trends students can apply in settings that include postsecondary education, research, and consulting.

With the exception of DDBA 8006, DDBA 8161, and a maximum of one course in a three-course focus area that satisfies a learning outcome in a different focus area, any courses used toward the completion of a doctoral program cannot be applied toward the completion of the post-doctoral bridge certificate.

Certificate Requirements

- Hold a recognized terminal degree in a business or non-business field
- 15 total semester credit hours
- Foundation course (3 semester credits)
- Core course (3 semester credits)
- Focus courses (9 semester credits)

Curriculum

Foundation Course (3 semester credits)

DDBA 8006 - Contemporary Challenges in Business* (3 semester credits)

- Students may take this as a non-degree course.

Core Course (3 semester credits)

DDBA 8161 - Business Strategy and Innovation for Competitive Advantage* (3 semester credits)

- Students may take this as a non-degree course.

Focus Courses (9 semester credits)

Choose from one of the following three-course focus sequences*:

Entrepreneurship

DDBA 8511 - Seminar in Innovation Management (3 semester credits) DDBA 8541 - Seminar in Entrepreneurial Finance (3 semester credits) DDBA 8531 - Seminar in B2B Marketing (3 semester credits)

Healthcare Management

DDBA 8560 - Seminar in Healthcare Managerial Decision Making (3 semester credits) DDBA 8561 - Seminar in Managing Healthcare Delivery Systems (3 semester credits) DDBA 8562 - Seminar in Law and Ethics in Healthcare Management (3 semester credits)

Human Resource Management

DDBA 8580 - The New HR: The Savvy Strategic Partner (3 semester credits)

DDBA 8581 - Succession Planning: A Survival Tool of the Fittest (3 semester credits) DDBA 8582 -An HR Plan for Organizational Agility (3 semester credits)

Leadership

DDBA 8521 - Seminar in Change Management (3 semester credits) DDBA 8522 - Seminar in Sustainability (3 semester credits)

DDBA 8524 - Seminar in Multicultural Management (3 semester credits)

Course Sequence

The recommended course sequence is as follows:

Semester	Course	Credits
Semester 1	DDBA 8006 - Contemporary Challenges in Business	3 semester credits
	DDBA 8161 - Business Strategy and Innovation for Competitive Advantage	3 semester credits
Semester 2 Focus Courses* (2)		6 semester credits
Semester 3 Focus Course* (1)		3 semester credits

Post-Doctoral Bridge to Management Certificate

The Post-Doctoral Bridge to Management Certificate program is designed to provide students who hold a doctoral degree in management or a non-management field with core knowledge in a management discipline outside their previous doctoral studies. Students explore areas such as finance, human resources and organizational behavior, leadership strategy, innovation and organizational design, and information systems. This certificate program emphasizes management aspects in a global context and explores relevant trends students can apply in settings that include postsecondary education, research, and consulting.

With the exception of MGMT 8003M, any courses used toward the completion of a doctoral program cannot be applied toward the completion of the post-doctoral bridge certificate.

Certificate Requirements

- Hold a recognized terminal degree in a business or non-business field
- 20 total quarter credit hours
- Foundation course (5 credits)
- Focus courses (15 credits)

Curriculum

Foundation Course (5 credits)

MGMT 8003M - Gateway to Doctoral Management Studies* (5 credits)

- Students may take this as a non-degree course.

Focus Courses (15 credits)

Choose from one of the following three-course focus sequences*:

Leadership and Organizational Strategy

MGMT 8405M - Challenging Conventional Leadership and Influence* (5 credits)

- Students may take this as a non-degree course.

MGMT 8415M - Socially Conscious Leader* (5 credits)

- Students may take this as a non-degree course.

MGMT 8425M - Responding to Behavior and Change as a Multicultural Leader* (5 credits)

- Students may take this as a non-degree course.

Information Systems Management

MGMT 8505M - IT Security and Compliance* (5 credits)

- Students may take this as a non-degree course.

MGMT 8515M - Strategic IT Leadership and System Architecture* (5 credits)

- Students may take this as a non-degree course.

MGMT 8525M - Big Data Decision Making and Management* (5 credits)

- Students may take this as a non-degree course.

21st Century Finance

MGMT 8605M - Financial Risk Management and Decision Making for Organizations* (5 credits)

- Students may take this as a non-degree course.

MGMT 8615M - Financial Corporate Social Responsibility and Ethics* (5 credits)

- Students may take this as a non-degree course.

MGMT 8625M - Leadership Through Changing Financial Organizational Structures* (5 credits)

- Students may take this as a non-degree course.

Human Resource Management

MGMT 8705M - Organizational Behavior Performance and Evaluation* (5 credits)

- Students may take this as a non-degree course.

MGMT 8715M - Human Resource Strategy, Legal, and Ethical Considerations* (5 credits)

- Students may take this as a non-degree course.

MGMT 8725M - Human Resource Talent Management* (5 credits)

- Students may take this as a non-degree course.

Organizational Design and Innovation

MGMT 8805M - Agile and Disruptive Innovation Management* (5 credits)

- Students may take this as a non-degree course.

MGMT 8815M - Managing by Design Theory* (5 credits)

- Students may take this as a non-degree course.

MGMT 8825M - Ethics of Artificial Intelligence and Autonomous Systems* (5 credits)

- Students may take this as a non-degree course.

Course Sequence

The recommended course sequence is as follows:

Quarter	Course	Credits
Quarte	MGMT 8003M - Gateway to Doctoral Management Studies	5 credits

Undergraduate Certificate in Data Science

The Data Science certificate features a sequence of five courses totaling 25 credits. This valuable credential attests to specialized knowledge and skills that can be applied immediately across many industries that use data to make business decisions. The data science courses associated with this certificate were developed in partnership with IBM.

Note: This certificate is currently not available as a standalone offering. Students may complete the certificate requirements by way of program concentration or elective courses to earn this credential as a part of their undergraduate degree program.

Certificate Requirements

- 25 total quarter credits
- 2.5 quarters (7 months) to complete

Curriculum

STAT 3401 - Statistics for Data Analytics (5 credits) DSCI 2010 - Data Science Essentials* (5 credits)

- Students may take this as a non-degree course.

DSCI 2020 - Storytelling With Data: Visualization and Communication* (5 credits)

- Students may take this as a non-degree course.

DSCI 3030 - Data Mining and Analysis (5 credits)

DSCI 3040 -Advanced Data Science Tools and Techniques (5 credits)

Course Sequence

Students undertake courses in the following sequence.

Quarter	Course	Credits
Quarter 1*	DSC! 2010 - Data Science Essentials	5 credits
	STAT 3401 - Statistics for Data Analytics**	5 credits
Quarter 2	DSC! 2020 - Storytelling With Data: Visualization and Communication	5 credits
	DSC! 3030 - Data Mining and Analysis	5 credits

*Quarter 1 courses may need to be taken in reverse order, depending on availability.

**If completing certificate requirements within a Walden undergraduate degree, the following courses may fulfill the STAT 3401 requirement:

PSYC 3002 - Introduction to Basic Statistics* (5 credits)

- Students may take this as a non-degree course.

OR

STAT 2001 - Statistics* (5 credits)

- Students may take this as a non-degree course.

OR

STAT 2002 - Business Statistics* (5 credits)

- Students may take this as a non-degree course.

OR

STAT 3001 - Statistical Methods and Applications* (5 credits)

- Students may take this as a non-degree course.

Post-Baccalaureate Certificate in Organizational Psychology and Development

This program is not currently accepting new students. Current students must complete their programs of study in accordance with Walden's Time-to-Degree

Completion policies.

The Post-Baccalaureate Certificate in Organizational Psychology and Development provides students with the basic principles of organizational psychology and development.

Learning Outcomes

Students will learn how to:

1. Align an institution's strategic goals with the recruitment and retention of highly talented individuals
2. Apply their knowledge to facilitate organizational change in response to continuing globalization and emerging technologies
3. Improve the performance of their organizations by enhancing the work environment for individual employees and work teams

Certificate Requirements

- Certificate courses (20 credits)

Certificate Curriculum (20 cr.)

PSYC 6214 - Consulting for Organizational Change* (5 credits)

- Students may take this as a non-degree course.

PSYC 6480 - Psychology of Organizational Behavior* (5 credits)

- Students may take this as a non-degree course.

PSYC 6754 - Personnel Psychology in the Workplace* (5 credits)

- Students may take this as a non-degree course.

PSYC 6755 - Leadership and the Process of Change* (5 credits)

- Students may take this as a non-degree course.

Course Sequence

Quarter	Course		Credits
Quarter 1	PSYC	Psychology of Organizational Behavior	5 credits
	6480 -		
	PSYC	Leadership and the Process of Change	5 credits
	6755 -		
Quarter 2	PSYC	Consulting for Organizational Change	5 credits
	6214 -		
	PSYC	Personnel Psychology in the Workplace	5 credits
	6754 -		

Graduate Certificate in Advanced Cyber Security

This program is not currently accepting new students. Current students must complete their programs of study in accordance with Walden's Time-to-Degree Completion policies.

This graduate certificate program is designed to prepare current IT professionals to remediate critical security risks, including ransomware and other cybercrimes, and implement mitigating controls for a secure and protected environment. Through hands-on, interactive coursework, students have the opportunity to

- Explore current and emerging information security threats.
- Design tests to probe system penetrability in your technology, networks, and physical environments..
- Evaluate application of laws and regulations to IT.
- Develop incident response, security plans, and security awareness programs.

The Graduate Certificate in Advanced Cyber Security is part of Walden's information technology program offerings. Walden is designated by the National Security Agency (NSA) and the Department of Homeland Security (OHS) as a National Center of Academic Excellence in Cyber Defense Education through the year 2019.

Certificate Requirements

- 9 semester credits
- 1.5 semesters (6 months) to complete

Curriculum

ITEC 6620 - Information and Systems Security (3 semester credits)

ITEC 6630 - Computer Law, Crime, and Investigation (3 semester credits) ITEC 6640 - Topics in High-Assurance

Computing (3 semester credits)

Course Sequence

The recommended course sequence is as follows:

Semester	Course	Credits
Semester 1	ITEC 6620 - Information and Systems Security	3 semester credits

	ITEC 6630 - Computer Law, Crime, and Investigation	3 semester credits
Semester 2	ITEC 6640 - Topics in High-Assurance Computing	3 semester credits

Graduate Certificate in Advanced Project Management

This program is not currently accepting new students. Current students must complete their programs of study in accordance with Walden's Time-to-Degree Completion policies.

Project Management Certificates

Walden University's project management certificate programs are geared toward students who want to learn the foundational skills for this field or those who want to build upon their existing senior-level experience to advance their career in project management. Each program positions students to take the Project Management Professional (PMP)® exam* from the Project Management Institute (PMI)®. Students who are already PMP-certified and are seeking recertification earn Professional Development Units (PDUs) that can be applied toward the 60 credits needed. Walden is also a PMI Registered Education Provider (R.E.P.) and, as such, has agreed to abide by PMI-established quality assurance criteria. Credits from all required courses in both certificate programs can be applied

toward Walden's M.S. in Project Management program.

The Graduate Certificate in Advanced Project Management is designed for senior project managers. Aligned with the standards in the Project Management Institute's (PMI's)® *A Guide to the Project Management Body of Knowledge (PMBOK® Guide)*, this certificate program leverages students' knowledge and experience to help them place project management in a strategic perspective within their organizations. Students who successfully complete this certificate program will have a demonstrable proficiency in advanced project management skills that they can show current and future employers.

*Eligibility for the PMP® credential requires individuals to first attain specific educational and project management experience, including 35 contact hours of project management education and a minimum of 3 years, or 36 months, of project management experience, during which at least 4,500 hours were spent leading and directing project tasks. The final step in earning the PMP credential is passing the PMP exam. For more information, visit the Project Management Institute (PMI) website at www.pmi.org.

Note: PMI is a registered trademark and service mark of the Project Management Institute, Inc. PMP is a registered certification mark of the Project Management Institute, Inc.

Certificate Requirements

- 9 total semester credits

Curriculum

MSPM 6125 - Project Scheduling (3 semester credits)

MSPM 6150 - Planning and Administering Project Contracts* (3 semester credits)

- Students may take this as a non-degree course.

MSPM 6170 - Sustainability in Project, Portfolio, and Program Management* (3 semester credits)

- Students may take this as a non-degree course.

Course Sequence

The recommended course sequence is as follows:

^e Semester	Course	Credits
Semester 1	MSPM 6125 - Project Scheduling	3 semester credits
	MSPM 6150 - Planning and Administering Project	3 semester credits

Graduate Certificate in Applied Project Management

This program is not currently accepting new students. Current students must complete their programs of study in accordance with Walden's Time-to-Degree Completion policies.

Walden University's project management certificate programs are geared toward students who want to learn the foundational skills for this field or those who want to build upon their existing senior-level experience to advance their career in project management. Each program positions students to take the Project Management Professional (PMP)[®] exam* from the Project Management Institute (PMI)[®]. Students who are already PMP-certified and are seeking recertification earn Professional Development Units (PDUs) that can be applied toward the 60 credits needed. Walden is also a PMI Registered Education Provider (R.E.P.) and, as such, has agreed to abide by PMI-established quality assurance criteria. Credits from all required courses in both certificate programs can be applied toward Walden's MS in Project Management program.

The Graduate Certificate in Applied Project Management introduces the required skills necessary for managing projects in today's work environment. Fully aligned with the standards in Project Management Institute's (PMI's)[®] *Guide to the Project Management Body of Knowledge*

(*PMBOK[®] Guide*), this certificate program covers the key process areas that every project manager must be able to address. Students who successfully complete this certificate program will have a demonstrable proficiency in essential project management skills that they can show current and future employers.

*Eligibility for the PMP[®] credential requires individuals to first attain specific educational and project management experience, including 35 contact hours of project management education and a minimum of 3 years, or 36 months, of project management experience, during which at least 4,500 hours were spent leading and directing project tasks. The final step in earning the PMP credential is passing the PMP exam. For more information, visit the Project Management Institute (PMI) website at www.pmi.org.

Note: PMI is a registered trademark and service mark of the Project Management Institute, Inc. PMBOK is a registered trademark of the Project Management Institute, Inc.

Note: The Graduate Certificate in Applied Project Management program is offered in two different learning modalities: the course-based modality and the competency-based modality, Tempo Learning[®].

Course-Based Program

Certificate Requirements

- 9 total semester credits

Curriculum

MSPM 6102 - Practices in Project Management* (3 semester credits)

- Students may take this as a non-degree course.

MSPM 6130 - Budgeting and Management of Operations* (3 semester credits)

- Students may take this as a non-degree course.

MSPM 6140 - Enterprise and Project Risk Management* (3 semester credits)

- Students may take this as a non-degree course.

Course Sequence

The recommended course sequence is as follows:

Semes ter	Course	Credits
<i>Tempo Learning® Program</i>		

Tempo Learning® is Walden's competency-based education modality, an alternative way of earning a Walden degree offered for some Walden programs. Instead of courses, the Walden Tempo Learning® program is comprised of competencies and rigorous assessments. Students progress through the Tempo Learning® model by successfully passing competency assessments. A student must successfully achieve or master all competency assessments to graduate from the program.

Students earn the same Walden degree whether they choose the course-based or the competency-based modality.

Certificate Requirements

- 9 total semester credits

Curriculum

MSPM 6102 - Practices in Project Management* (3 semester credits)

- PM001 Project Management Methods

Explain the discipline of project management and its processes.

- PM002 Project Initiation

Prepare a project charter using standard project management tools and techniques.

- PM003 Project Planning

Prepare a comprehensive project plan using standard project management tools and techniques.

- PM004 Project Performance Measurement

Assess project performance against agreed-to criteria using qualitative and quantitative methods.

- PM005 Project Closing Processes

Conduct a post-project audit to close out a project.

- Students may take this as a non-degree course.

MSPM 6130 - Budgeting and Management of Operations* (3 semester credits)

- PM012 Strategic Operations Management

Apply portfolio management as a model for determining the appropriate strategic mix of product and service offerings.

- PM013 Integrated Time and Cost Management

Design an integrated supply chain management plan using project management time and cost tools and techniques.

- PM014 Quality Management in Operations

Formulate a plan to assure and control project quality in alignment with organizational quality standards and goals.

- Students may take this as a non-degree course.

MSPM 6140 - Enterprise and Project Risk Management* (3 semester credits)

- PM006 Organizational Risk Strategy

Develop organization-level strategies for managing risks driven by internal and external environmental factors.

- PM007 Project Risk Management

Prepare a project risk management plan using standard project management tools and techniques.

- PM008 Project Risk Measurement

Assess project risk performance against agreed-to criteria using qualitative and quantitative methods.

- Students may take this as a non-degree course.

Graduate Certificate in Auditing

This program is not currently accepting new students. Current students must complete their programs of study in accordance with Walden's Time-to-Degree Completion policies.

This certificate prepares students with the core skills and knowledge that are critical to professionals in the field of auditing. The Graduate Certificate in Auditing coursework covers topics including business risk management, financial and operational controls, risk control matrix, and regulatory compliance systems. The program also explores fraud prevention and security of sensitive financial information in an organizational context. Credits from the certificate can be applied toward Walden's MS in Accounting program.

Certificate Requirements

- 12 total semester credits

Curriculum

ACCT 6600 - Managing Operational and Financial Business Risks* (3 semester credits)

- Students may take this as a non-degree course.

ACCT 6610 - Managing Regulatory Compliance* (3 semester credits)

- Students may take this as a non-degree course.

ACCT 6650 - Forensic and Advanced Auditing Topics* (3 semester credits)

- Students may take this as a non-degree course.

ACCT 6781 - Information Security Governance* (3 semester credits)

- Students may take this as a non-degree course.

Course Sequence

The recommended course sequence is as follows:

!semester	Course	Credits
Semester 1	ACCT 6600 - Managing Operational and Financial Business Risks	3 semester credits

	ACCT 6610 - Managing Regulatory Compliance	3 semester credits
Semester 2	ACCT 6650 - Forensic and Advanced Auditing Topics	3 semester credits
	ACCT 6781 - Information Security Governance	3 semester credits

Graduate Certificate in Brand and Product Marketing

This program is not currently accepting new students. Current students must complete their programs of study in accordance with Walden's Time-to-Degree Completion policies.

The Graduate Certificate in Brand and Product Marketing focuses on developing strategies for building strong brands and compelling product messages. Through their coursework, students explore the key elements of brand and product management, consumer insights and their role in marketing planning, and how to optimize a campaign's reach and impact by assessing and interpreting performance data. Students in this program also have the opportunity to apply their knowledge to the development of a strategic marketing plan for a real or fictional business.

Certificate Requirements

- 9 semester credits
- 1.5 semesters (6 months) to complete

Course Sequence

The recommended course sequence is as follows:

Semester	Course	Credits
Semester 1	MRKT 6170 - Brand and Product Management	3 semester credits
	MRKT 6135 - Harnessing the Power of Data and Information	3 semester credits
Semester 2	MRKT 6900 - From Marketing Strategy to Execution	3 semester credits

Graduate Certificate in Communication

This program is not currently accepting new students. Current students must complete their programs of study in accordance with Walden's Time-to-Degree Completion policies.

The Graduate Certificate in Communication is designed to help students communicate effectively via multiple channels and platforms. Coursework examines the five pillars of communication-written, oral, interpersonal and group, social media, and technology-as well as best practices for reaching audiences through traditional, digital, and social media. Students also learn how to craft engaging messages that inspire others to take action.

Certificate Requirements

- 12 total semester credits

Curriculum

COMM 6100 - Communication Theory in Practice: Here and Now* (3 semester credits)

- Students may take this as a non-degree course.

COMM 6110 - Media Effects: Mass Media in Modern Society* (3 semester credits)

- Students may take this as a non-degree course.

COMM 6130 - Communicating Using Social and Digital Media* (3 semester credits)

- Students may take this as a non-degree course.

COMM 6150 - Interpersonal Communication* (3 semester credits)

- Students may take this as a non-degree course.

Course Sequence

The recommended course sequence is as follows:

Semester	Course	Credits
Semester 1	COMM 6100 - Communication Theory in Practice: Here and Now	3 semester credits
	COMM 6110 - Media Effects: Mass Media in Modern Society	3 semester credits
Semester 2	COMM 6130 - Communicating Using Social and Digital Media	3 semester credits
	COMM 6150 - Interpersonal Communication	3 semester credits

Graduate Certificate in Data Management

This program is not currently accepting new students. Current students must complete their programs of study in accordance with Walden's Time-to-Degree Completion policies.

In this certificate program, students can learn how to strategically plan for and manage valuable business data. Through interactive coursework, students explore how to

- Analyze data to support organizational needs.
- Integrate enterprise-wide information to support business strategy.
- Refine data management techniques.

The Graduate Certificate in Data Management is part of Walden's information technology program offerings. Walden is designated by the National Security Agency (NSA) and the Department of Homeland Security (OHS) as a National Center of Academic Excellence in Cyber Defense Education through the year 2019.

Certificate Requirements

- 12 semester credits
- 2 semesters (8 months) to complete

Curriculum

ITEC 6030 - Principles of Programming (3 semester credits) ITEC 6145 - Enterprise Database Design (3 semester credits)

ITEC 6655 - Data Warehousing and Business Intelligence (3 semester credits) ITEC 6661 - Business Analytics and Data Mining (3 semester credits)

Course Sequence

The recommended course sequence is as follows:

Semester	Course	Credits	
Semester 1	ITEC 6030 - Principles of Programming	3 semester	credits
	ITEC 6145 - Enterprise Database Design	3 semester	credits
Semester 2	ITEC 6655 - Data Warehousing and Business Intelligence	3 semester	credits
	ITEC 6661 - Business Analytics and Data Mining	3 semester	credits

Graduate Certificate in Digital Marketing

This program is not currently accepting new students. Current students must complete their programs of study in accordance with Walden's Time-to-Degree Completion policies.

The Graduate Certificate in Digital Marketing focuses on developing skills essential to creating and implementing cohesive digital marketing strategies. Through their coursework, students explore the latest concepts and best practices for emerging media platforms and how they can be leveraged to maximize consumer reach and influence. Students also examine topics such as web design, assessing and interpreting online analytics, the elements of an effective social media strategy, and building customer loyalty and retention through relationship marketing.

Certificate Requirements

- 9 total semester credits

Curriculum

MRKT 6110 - Digital Marketing* (3 semester credits)

- Students may take this as a non-degree course.

MRKT 6120 - Relationship Marketing* (3 semester credits)

- Students may take this as a non-degree course.

MRKT 6130 - Communicating Using Social and Digital Media* (3 semester credits)

- Students may take this as a non-degree course.

Course Sequence

The recommended course sequence is as follows:

Semester	Course	Credits
Semester 1	MRKT 6110 - Digital Marketing	3 semester credits
	MRKT 6120 - Relationship Marketing	3 semester credits
Semester 2	MRKT 6130 - Communicating Using Social and Digital Media	3 semester credits

Graduate Certificate in Fundamentals of Cyber Security

This program is not currently accepting new students. Current students must complete their programs of study in accordance with Walden's Time-to-Degree Completion policies.

Through the coursework in this certificate program, students are taught the essentials of cyber security threats, risks, and how to keep data secure. Students explore concepts in the areas of computer operating systems, security governance structure, information assurance, and risk management. Students have the opportunity to

- Design and secure a network and examine different networking configurations.
- Apply information assurance theoretical concepts and models for data protection.
- Analyze attributes of common system vulnerabilities and threats.
- Manage information security policies and internal standards.

The Graduate Certificate in Fundamentals of Cyber Security is part of Walden's information technology program offerings. Walden is designated by the National Security Agency (NSA) and the Department of Homeland Security (OHS) as a National Center of Academic Excellence in Cyber Defense Education through the year 2019.

Certificate Requirements

- 9 semester credits
- 1.5 semesters (6 months) to complete

Curriculum

ITEC 6115 - Computer Networking and Operating Systems (3 semester credits) ITEC 6170 - Fundamentals of Information Assurance (3 semester credits)

ITEC 6610 - Information Assurance and Risk Management (3 semester credits)

Graduate Certificate in Information Systems

This program is not currently accepting new students. Current students must complete their programs of study in accordance with Walden's Time-to-Degree Completion policies.

This four-course certificate program enables students to learn the basic programming, networking, and database design and management skills required to enter the fields of information systems and information technology. Students explore IT's role in organizations, relational database systems and accepted practices in data modeling and database design,

and object-oriented programming. Credits in this certificate program may be applied toward the MS in Information Technology or Master of Information Systems Management programs.

Certificate Requirements

- 12 total semester credits

Curriculum

ITEC 6111 - Information Technology in the Organization (3 semester credits) ITEC 6115 - Computer Networking and Operating Systems (3 semester credits) ITEC 6030 - Principles of Programming (3 semester credits)

ITEC 6145 - Enterprise Database Design (3 semester credits)

Course Sequence

The recommended course sequence is as follows:

^e Semester	Course	Credits
Semester 1	ITEC 6111 - Information Technology in the Organization	3 semester credits
	ITEC 6115 - Computer Networking and Operating Systems	3 semester credits

Semester	Course	Credits
Semester 2	ITEC 6030 - Principles of Programming	3 semester credits
	ITEC 6145 - Enterprise Database Design	3 semester credits

Graduate Certificate in Leadership

This program is not currently accepting new students. Current students must complete their programs of study in accordance with Walden's Time-to-Degree Completion policies.

This online graduate certificate program helps students prepare to lead organizations and teams in an increasingly global environment. Students explore various concepts of leadership and assess their own leadership traits as they work toward becoming effective leaders and team members. Through these courses students examine approaches to interpreting and shaping organizational culture to maximize success and apply knowledge of group dynamics to create diverse, effective teams.

Students also explore concepts of sustainable business strategies and crisis leadership as they relate to leading in a global environment. All credits in this program may be applied toward Walden's MS in Leadership degree.

Certificate Requirements

- 12 total semester credits

Curriculum

MMSL 6000 - Dynamic Leadership (3 semester credits) MMSL 6105 - Finding Your Inner Leader (3 semester credits)

MMSL 6110 - Building Organizational Culture: Leaders as Architects (3 semester credits) MMSL 6115 - Communication for Leaders and Managers (3 semester credits)

Course Sequence

The recommended course sequence is as follows:

Semester	Course	Credits
Semester 1	MMSL 6000 - Dynamic Leadership	3 semester credits
	MMSL 6105 - Finding Your Inner Leader	3 semester credits

Semester	Course	Credits
Semester 2	MMSL 6110 - Building Organizational Culture: Leaders as Architects	3 semester credits
	MMSL 6115 - Communication for Leaders and Managers	3 semester credits

Graduate Certificate in Managerial Accounting Graduate Certificate in Managerial Accounting

This program is not currently accepting new students. Current students must complete their programs of study in accordance with Walden's Time-to-Degree Completion policies.

Students in this online graduate certificate program are prepared to effectively manage, analyze, and communicate complex financial data that drive business performance. Coursework focuses on financial management best practices and tools. Students learn to improve their communication skills within the organizational context. Courses also cover ethical and legal issues relevant to the field of accounting today. Credits from the certificate can be applied toward Walden's MS in Accounting program.

Certificate Requirements

- 12 total semester credits

Curriculum

ACCT 6000 - Decision-Making Tools for Today's Financial Professional* (3 semester credits)

- Students may take this as a non-degree course.

ACCT 6010 - Analysis and Communication for the Financial Professional (3 semester credits) ACCT 6020 - Legal and Ethical Issues in Accounting and Finance* (3 semester credits)

- Students may take this as a non-degree course.

ACCT 6130 - Managerial Accounting for Organizational Performance* (3 semester credits)

- Students may take this as a non-degree course.

Course Sequence

The recommended course sequence is as follows:

Semester	Course	Credits
Semester 1	ACCT 6000 - Decision-Making Tools for Today's Financial Professional	3 semester credits
	ACCT 6010 - Analysis and Communication for the Financial Professional	3 semester credits
Semester 2	ACCT 6020 - Legal and Ethical Issues in Accounting and Finance	3 semester credits
	ACCT 6130 - Managerial Accounting for Organizational Performance	3 semester credits

Graduate Certificate in Population Health

This program is not currently accepting new students. Current students must complete their programs of study in accordance with Walden's Time-to-Degree Completion policies.

Healthcare delivery systems in the United States and around the world are evolving and are challenged by aging populations, rising healthcare costs, less than optimal patient care and business outcomes, and economic inefficiencies. Population health is a broad-based, system-wide response to these challenges. Population health is defined as the health outcomes of a group of individuals within a targeted population, including the distribution of such outcomes within the group. Contemporary population health aims to prevent and cure the population's chronic diseases through engaging the healthcare stakeholders (community, providers, healthcare consumers, government agencies, and payers) and by integrating evidence-based clinical care and healthcare management practices to address and improve population health needs and requirements within the complex and changing landscape.

This certificate provides a comprehensive foundation in the essentials of population health-new care- delivery structures, socioeconomic determinants of disease, data analytics, and identification of community health needs. This program enables students to enhance their skills in population health to lead and manage complex population healthcare programs and services. This certificate also allows students to continue their studies later to earn a full Master of Healthcare Administration (MHA) degree.

Certificate Requirements

- 20 total quarter credits

Curriculum

MMHA 6510 - Essentials of the U.S. Healthcare Delivery System and Population Health (5 credits)

MMHA 6520 - Health Informatics and Population Health Analytics (5 credits) MMHA 6530 - Disease Prevention and Care

Management (5 credits) MMHA 6540 - Population Health Management Applications (5 credits)

Course Sequence

The recommended course sequence is as follows:

Quarter	Course	Credits
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Quarter 1	MMHA 6510 - Essentials of the U.S. Healthcare Delivery System and Population Health	5 credits
	MMHA 6520 - Health Informatics and Population Health Analytics	5 credits
Quarter 2	MMHA 6530 - Disease Prevention and Care Management	5 credits
	MMHA 6540 - Population Health Management Applications	5 credits

Master of Business Administration (MBA)

Note: The Master of Business Administration (MBA) program is offered in two different learning modalities: the course-based modality and the competency-based modality, Tempo Learning®.

In Walden's MBA program students connect to real-world issues and trends through coursework that emphasizes core business skills, decision-making, and strategies. This program is designed to help students become more effective business communicators, successful collaborators, creative thinkers, and world-class managers who are well-equipped to work in today's global work environments. The curriculum touches upon all facets of business and



integrates career development strategies throughout the coursework. This provides students with the opportunity to gain skills they need to effectively manage their careers. MBA students can choose to complete a general MBA program or add a specialization from the list below to customize their MBA program.

Learning Outcomes

At the end of this program, students will:

1. Evaluate the environment in which businesses operate.
2. Develop well-reasoned, appropriate decisions within a business context.
3. Generate solutions to a variety of complex business scenarios.
4. Effectively employ business-appropriate communication skills.
5. Demonstrate an understanding of the skills necessary to work effectively with others in diverse business environments.
6. Evaluate how business administration knowledge and skills enable a variety of

stakeholders to contribute to positive social change.

Course-Based Program

+MBA and MBA Fast Track

Degree Requirements

MBA (including Fast Track)

- 30 total semester credits
- Core courses (27 semester credits)
- Capstone course (3 semester credits)

Note: Students who have earned a professional certification may be eligible to accelerate their MBA program. Speak with your enrollment specialist or student success advisor for more details.

Core Courses (27 semester credits)

WMBA4990 - Business Essentials (0 semester credits) WMBA 6000 - Dynamic Leadership* (3 semester credits)

- Students may take this as a non-degree course.

WMBA 6010 - Managing People and Promoting Collaboration* (3 semester credits)

- Students may take this as a non-degree course.

WMBA 6020 - Fostering a Culture of Innovation* (3 semester credits)

- Students may take this as a non-degree course.

WMBA 6030 - Managing Business Information Systems* (3 semester credits)

- Students may take this as a non-degree course.

WMBA 6695 - Communication for Leaders and Managers* (3 semester credits)

- Students may take this as a non-degree course.

WMBA 6040 - Improving Business Performance* (3 semester credits)

- Students may take this as a non-degree course.

WMBA 6050 -Accounting for Management Decision Making* (3 semester credits)

- Students may take this as a non-degree course.

WMBA 6060 - Marketing for Competitiveness* (3 semester credits)

- Students may take this as a non-degree course.

WMBA 6070 - Managerial Finance* (3 semester credits)

- Students may take this as a non-degree course.

Capstone Course (3 semester credits)

WMBA 6990 - Capstone: Sustainable Business Practices and Strategies (3 semester credits) The recommended course sequence is as follows:

MBA

Semester	Course	Credits
Semester 1	WMBA 4990 - Business Essentials	0 semester credits
	WMBA 6000 - Dynamic Leadership	3 semester credits
	WMBA 6010 - Managing People and Promoting Collaboration	3 semester credits
Semester 2	WMBA 6020 - Fostering a Culture of Innovation	3 semester credits
	WMBA 6030 - Managing Business Information Systems	3 semester credits
Semester 3	WMBA 6695 - Communication for Leaders and Managers	3 semester credits
	WMBA 6040 - Improving Business Performance	3 semester credits
Semester 4	WMBA 6050 - Accounting for Management Decision Making	3 semester credits
	WMBA 6060 - Marketing for Competitiveness	3 semester credits
Semester 5	WMBA 6070 - Managerial Finance	3 semester credits
	WMBA 6990 - Capstone: Sustainable Business Practices and Strategies	3 semester credits

MBA Fast Track

Semester	Course	Credits
Semester 1	WMBA 4990 - Business Essentials	0 semester credits
	WMBA 6000 - Dynamic Leadership	3 semester credits
	WMBA 6010 - Managing People and Promoting Collaboration	3 semester credits
	WMBA 6020 - Fostering a Culture of Innovation	3 semester credits
Semester 2	WMBA 6030 - Managing Business Information Systems	3 semester credits
	WMBA 6695 - Communication for Leaders and Managers	3 semester credits
	WMBA 6040 - Improving Business Performance	3 semester credits
	WMBA 6050 - Accounting for Management Decision Making	3 semester credits
Semester 3	WMBA 6060 - Marketing for Competitiveness	3 semester credits
	WMBA 6070 - Managerial Finance	3 semester credits
	WMBA 6990 - Capstone: Sustainable Business Practices and Strategies	3 semester credits

Note. Fast Track students will see "B" suffix on course numbers (e.g., WMBA 6000B, WMBA 6020B).

+ MBA with Specialization (Core Courses and Capstone Courses)

MBA With Specialization

- 30 total semester credits
- Core courses (18 semester credits)
- Specialization courses (9 semester credits)
- Capstone course (3 semester credits)

Core Courses (18 semester credits)

WMBA 4990 - Business Essentials (0 semester credits) WMBA 6000 - Dynamic Leadership* (3 semester credits)

- Students may take this as a non-degree course.

WMBA 6010 - Managing People and Promoting Collaboration* (3 semester credits)

- Students may take this as a non-degree course.

WMBA 6040 - Improving Business Performance* (3 semester credits)

- Students may take this as a non-degree course.

WMBA 6050 -Accounting for Management Decision Making* (3 semester credits)

- Students may take this as a non-degree course.

WMBA 6060 - Marketing for Competitiveness* (3 semester credits)

- Students may take this as a non-degree course.

WMBA 6070 - Managerial Finance* (3 semester credits)

- Students may take this as a non-degree course.

Specialization Courses (9 semester credits) Capstone Course (3 semester credits)

WMBA 6990 - Capstone: Sustainable Business Practices and Strategies (3 semester credits)

Course Sequence

	em ester	Course	Credits
1	Semester	WMBA 4990 - Business Essentials	3 semester credits
		WMBA 6000 - Dynamic Leadership	3 semester credits
		WMBA 6010 - Managing People and Promoting Collaboration	3 semester credits
			3 semester credits
2	Semester	WMBA 6040 - Improving Business Performance	3 semester credits
		WMBA 6050 -Accounting for Management Decision Making	3 semester credits
			3 semester credits

Semester	Course	Credits
Semester 3	WMBA 6060 - Marketing for Competitiveness	3 semester credits
	WMBA 6070 - Managerial Finance	3 semester credits
Semester 4	Specialization Course 1	3 semester credits
	Specialization Course 2	3 semester credits
Semester 5	Specialization Course 3	3 semester credits
	WMBA 6990 - Capstone: Sustainable Business Practices and Strategies	3 semester credits

+ Specialization in Healthcare Management

The Healthcare Management specialization provides students with an understanding of the structure and components of health services and the health services delivery system in the United States.

Coursework offers an opportunity to closely examine the techniques required to develop, manage, and control healthcare finances. Students are also introduced to the terminology, theory, concepts, and techniques used in the accounting and finance functions of healthcare organizations.

Specialization Courses (9 semester credits)

WMBA 6602 - Contemporary Topics in the U.S. Healthcare Delivery System* (3 semester credits)

- Students may take this as a non-degree course.

WMBA 6604 - Law, Ethics, and Policy in Healthcare Administration* (3 semester credits)

- Students may take this as a non-degree course.

WMBA 6608 - Healthcare Financial Management and Economics* (3 semester credits)

- Students may take this as a non-degree course.

+ Specialization in Human Resource Management

The Human Resource Management specialization encourages students to adopt a strategic view of human resource management policies and programs and to evaluate their alignment with organizational strategic goals. Coursework emphasizes the skills and strategies required to confidently develop, manage, recruit, and lead departments and staff members. Students explore how economic, social, psychological, legal, and cultural forces influence employment relations and gain expertise in areas related to recruitment and selection, performance evaluation, compensation and benefits, job design, retention, and turnover.

Specialization Courses (9 semester credits)

WMBA 6201 - Individual and Organizational Performance Management* (3 semester credits)

- Students may take this as a non-degree course.

WMBA 6401 - Human Resource Analytics* (3 semester credits)

- Students may take this as a non-degree course.

WMBA 6501 - Conflict Management and Negotiation* (3 semester credits)

- Students may take this as a non-degree course.

+ Specialization in Self-Designed

The Self-Designed specialization allows students to customize their studies by choosing 9 elective credits from a preselected list of available courses. Students may also apply transfer credits toward their elective courses.

Specialization Courses (9 semester credits)

Students may use transfer of credit from prior graduate work in the management or business discipline or choose three courses from the Walden MBA specializations in Healthcare Management, or Human Resource Management, or WMBA 6020, WMBA 6030, or WMBA 6695 to equal 9 semester credits.

+ Specialization in Accounting (not currently

accepting new students) **This program is not currently accepting new students.** Current students must complete their programs of study in accordance with Walden's Time-to-Degree Completion policies.

The Accounting specialization provides students with an opportunity to learn auditing, reporting, documenting, and decision-making skills and explore financial decision-making tools that will help them analyze and optimize organizational performance. Coursework examines forecasting, cost analysis, and assessment methods as well as budgeting and financial procedures. Students can broaden their cross-functional business knowledge and discover how to more effectively manage resources and reduce business risks.

Specialization Courses (9 semester credits)

WMBA 6681 - Decision-Making Tools for Today's Financial Professional* (3 semester credits)

- Students may take this as a non-degree course.

WMBA 6683 - Managerial Accounting for Organizational Performance* (3 semester credits)

- Students may take this as a non-degree course.

WMBA 6687 - Managing Operational and Financial Business Risks* (3 semester credits)

- Students may take this as a non-degree course.

Note on Licensure

Most states require individuals to complete 150 semester (225 quarter) hours in certain subject areas in order to be eligible to sit for the Certified Public Accountant (CPA) exam and/or obtain a CPA license. Walden's accounting programs can help graduates progress toward meeting those requirements. The BS in Accounting offers 120 quarter (80 semester) credit hours that include upper-level courses in topics such as financial accounting, auditing, taxation, and management accounting. The MS in Accounting offers 30 semester (45 quarter) credit hours, while the MBA Accounting specialization offers nine semester (13.5 quarter) credit hours. These programs include graduate courses in topics such as financial accounting, managerial accounting, and legal and ethical accounting practices. This will require students to complete additional coursework to meet state requirements.

In each state, there are specific policies that must be followed when an individual is seeking to become a licensed accountant. Some states will not allow individuals who complete the Walden accounting programs to sit for the CPA licensing

exams due to state-specific issues such as professional accreditation or face-to-face instruction. For information on the educational requirements for your state, refer to the state's Board of Accountancy or related agency.

Walden enrollment specialists can provide guidance about accountant licensure; however, it remains the responsibility of the individual enrolling in the program to read, understand, and comply with the licensure requirements in the state where he or she resides. Additionally, prospective students are advised if they choose to relocate to carefully review, evaluate, and understand the requirements of the applicable licensure board in the state in which they intend to relocate.

Walden University can make no representation, warranty, guarantee, or commitment that successful completion of a Walden program, or coursework for credit within a program, will make a graduate eligible to sit for a licensure exam or to obtain state licensure.

+ Specialization in Corporate Finance (not currently accepting new students)

This program is not currently accepting new students. Current students must complete their programs of study in accordance with Walden's Time-to-Degree Completion policies.

The Corporate Finance specialization explores the broad range of financial issues today's global corporations face, enabling them to make more informed and profitable business decisions.

Students participate in a comprehensive overview of financial principles and accepted practices in financial markets, thrift institutions, and commercial and investment banking. They analyze legal and ethical issues across a broad spectrum of companies and industries to support their decision-making processes and complete the program with real-world case studies in financial modeling and analysis.

Specialization Courses (9 semester credits)

WMBA 6640 -Advanced Managerial Finance* (3 semester credits)

- Students may take this as a non-degree course.

WMBA 6643 -Applications in Corporate Finance I* (3 semester credits)

- Students may take this as a non-degree course.

WMBA 6647 -Applications in Corporate Finance II* (3 semester credits)

- Students may take this as a non-degree course.

+ Specialization in Entrepreneurship and Small Business (not currently accepting new

students)

This program is not currently accepting new students. Current students must complete their programs of study in accordance with Walden's Time-to-Degree Completion policies.

The Entrepreneurship specialization provides students with hands-on experience in launching a new business. Coursework covers a broad spectrum of topics, including new venture creation, the emergence of "localities," and sustainable strategies for managing small businesses. Students learn how to identify opportunities and confidently navigate the challenges associated with becoming an entrepreneur and become prepared to jump-start a new or existing business.

Specialization Courses (9 semester credits)

WMBA 6650 - The Impact of Entrepreneurship* (3 semester credits)

- Students may take this as a non-degree course.

WMBA 6653 - New Venture Creation and Entrepreneurship* (3 semester credits)

- Students may take this as a non-degree course.

WMBA 6657 - Managing a Sustainable Small Business* (3 semester credits)

- Students may take this as a non-degree course.



Specialization in Leadership (not currently

accepting new students) **This program is not currently accepting new students.** Current students must complete their programs of study in accordance with Walden's Time-to-Degree Completion policies.

Realize your potential to become effective and trusted leaders who are reflective and self-aware.

Explore how leaders can build healthy organizational culture and confidently guide others and motivate them to improve themselves and coalesce around common goals. Explore various perspectives of what makes a good leader and evaluate your own leadership styles. Complete the program with a deeper understanding of your own values as a leader.

Specialization Courses (9 semester credits)

WMBA 6605 - Finding Your Inner Leader (3 semester credits)

WMBA 6615 - Building Organizational Culture: Leaders as Architects (3 semester credits) WMBA 6633 - Personal Leadership: Mentoring and Coaching* (3 semester credits)

- Students may take this as a non-degree course.



Specialization in Marketing (not currently

accepting new students) **This program is not currently accepting new students.** Current students must complete their programs of study in accordance with Walden's Time-to-Degree Completion policies.

The Marketing specialization provides students with an in-depth understanding of consumer behaviors, brand positioning, and how emerging media channels are transforming traditional marketing. Students solidify their knowledge of marketing fundamentals, including market analysis and product positioning, while learning new strategies for integrated marketing, customer relationship management, new product development, and brand management.

Specialization Courses (9 semester credits)

WMBA 6660 - Communicating Using Social and Digital Media* (3 semester credits)

- Students may take this as a non-degree course.

WMBA 6663 - Market Research and Customer Insights* (3 semester credits)

- Students may take this as a non-degree course.

WMBA 6667 - From Marketing Strategy to Execution* (3 semester credits)

- Students may take this as a non-degree course.



Specialization in Project Management (not currently accepting new students)

This program is not currently accepting new students. Current students must complete their programs of study in accordance with Walden's Time-to-Degree Completion policies.

The Project Management specialization helps students develop the skills and strategies needed to manage projects of all scopes and sizes. Students learn how to avoid typical pitfalls of missed deadlines and mismanaged resources and explore current theories and research, putting their new-found project management skills to work in real-world exercises. Walden is an approved provider of project management training by the Project Management Institute (PMI)®.

Specialization Courses (9 semester credits)

WMBA 6620 - Practices in Project Management* (3 semester credits)

- Students may take this as a non-degree course.

WMBA 6623 - Enterprise and Project Risk Management* (3 semester credits)

- Students may take this as a non-degree course.

WMBA 6627 - Stakeholder Management and Organizational Behavior* (3 semester credits)

- Students may take this as a non-degree course.

✦ Specialization in Social Entrepreneurship and Innovation (not currently accepting new students)

This program is not currently accepting new students. Current students must complete their programs of study in accordance with Walden's Time-to-Degree Completion policies.

In this specialization, students explore critical leadership and practical skills related to social entrepreneurship-such as grant writing and generating resources-to support their social change vision and organization. They also have the opportunity to pitch their innovative ideas and collaborate with peers.

Designed for entrepreneurial professionals and students across all disciplines, coursework in this Walden MBA specialization covers a range of organizational activities and structures, including public, private, and nonprofit sector responses.

Specialization Courses (9 semester credits)

WMBA 6880 - Social Entrepreneurship and Innovation: A Global Perspective (3 semester credits) WMBA 6881 - Grant Writing (3 semester credits)

WMBA 6882 - Initiating and Managing Change (3 semester credits)

Tempo Learning® Program

Tempo Learning® is Walden's competency-based education modality, an alternative way of earning a Walden degree offered for some Walden programs. Instead of courses, the Walden Tempo Learning® program is comprised of competencies and rigorous assessments. Students progress through the Tempo Learning® model by successfully passing competency assessments. A student must successfully achieve or master all competency assessments to graduate from the program.

Students earn the same Walden degree whether they choose the course-based or the competency-based modality.

✦ Master of Business Administration (MBA)

Degree Requirements

- 30 total semester credits
- Core competencies (27 semester credits)
- Capstone (3 semester credits)

Core Curriculum

Core Competencies (27 semester credits)

WMBA 4990 - Business Essentials (0 semester credits)

- BE001 Business Leadership, Management, and Ethics

Recognize ethical, legal, leadership, and human resource issues in the business environment.

- BE002 Accounting and Finance

Explain key accounting and finance concepts in the business environment.

- BE003 Economics and Quantitative Methods/Statistics

Recognize economic and statistical concepts and methods used in business.

- BE004 Information Systems Management and Global Dimensions of Business Identify factors that support managing information in a global business environment.
- BE005 Marketing and Business Integration and Strategic Management

Identify the relationship among strategic management, operations management, business integration, and marketing that enhances the effectiveness of marketing efforts.

WMBA 6000A- Dynamic Leadership (3 semester credits)

- DL001: Dynamic Leadership Frameworks and Theories

Evaluate leadership approaches through established leadership frameworks and theories

- DL002: Leadership and Followership

Develop strategies for effective leadership and followership that incorporate best practices

- DL003: Applying Leadership Inward and Outward

Synthesize personal values and experiences to support leadership development and ethical decision making

WMBA 6010A- Managing People and Promoting Collaboration (3 semester credits)

- MN001 Shaping a Positive and Inclusive Workplace

Evaluate the role of managers in creating an engaging and inclusive workplace culture.

- MN002 Developing Individual and Teams

Assess management strategies that promote development of individual employees and teams.

- MN003 Managing Authentically and Ethically

Synthesize a personal management code of ethics that focuses on diversity, inclusion, personal values, ethical management, and positive social change.

WMBA 6020A- Fostering a Culture of Innovation (3 semester credits)

- FC001 Understanding Creativity and Innovation

Analyze the role of creativity and innovation in business practices.

- FC002 Generating Breakthrough Ideas That Inspire Innovative Solutions

Develop leadership strategies that foster a culture of creativity and innovation in an organization.

- FC003 Harnessing Creativity and Innovation to Develop a Successful Organizational Strategy Appraise creative and innovative solutions to address an organizational challenge.

WMBA 6030A- Managing Business Information Systems (3 semester credits)

- MB001 The Role and Value of Information Systems in Business Evaluate strategies to drive strategic value from information technology.
- MB002 Managing Data, Security, and Business Continuity

Evaluate approaches to support business continuity in the context of ethics, privacy, and security risks.

- MB003 Aligning the Organization and Planning for the Future

Appraise the effects of organizational culture on information technology implementation and management.

WMBA 6695 - Communication for Leaders and Managers* (3 semester credits)

- MM001 Communication Begins With Who, Why, and How

Evaluate communication channels and mediums to communicate effectively for messaging purpose, audience, and context.

- MM002 Interpersonal Communication

Apply appropriate verbal and nonverbal skills to communicate effectively in one-to-one communication.

- MM003 Communicating Across and Beyond the Organization

Apply differentiated communication approaches to influence stakeholder perception and change, both within and beyond the organization.

- Students may take this as a non-degree course.

WMBA 6040A- Improving Business Performance* (3 semester credits)

- IV001 Thinking in Systems for Organizational Improvement

Evaluate organizational problems using a systems thinking approach to support decision making and effective communication.

- IV002 Improving Business Performance Through Systems Thinking

Develop a plan to manage and improve organizational performance that integrates a systems thinking approach.

- IV003 Practicing Systems Thinking

Evaluate solutions to organizational challenges and opportunities in light of systems thinking, ethical reasoning, and management theory.

- Students may take this as a non-degree course.

WMBA 6050A-Accounting for Management Decision Making (3 semester credits)

- AM001 Budgeting for Decision Making

Analyze organizational performance in terms of strategic planning, forecasts, and budgets.

- AM002 Costs, Prices, and Profits

Assess managerial accounting tools and measures to inform decision making.

- AM003 Performance Measurements: Planet, People, and Profit

Evaluate the financial, social, and environmental performance of an organization using accounting measures and frameworks.

WMBA 6060A- Marketing for Competitiveness (3 semester credits)

- MT001 Understanding the Customer, Products and Services, and Technology

Analyze the influence of creative and innovative marketing strategies on buyer behavior.

- MT002 Linking Marketing and Strategy

Evaluate aspects of marketing strategy to support decision making and capture market share.

- MT003 Marketing Impact on the Organizational Level

Propose marketing tactics to address market trends for a diverse audience.

WMBA 6070A- Managerial Finance (3 semester credits)

- MF001 Multiple Perspectives of Financial Management

Appraise a publicly traded company's practices related to global financial management.

- MF002 Financial Analysis

Evaluate a company's financial health and areas for improvement based on financial ratios.

- MF003 Capital Budget in Finance

Analyze financial data related to short- and long-term financing needs for an organization.

Capstone Competency (3 semester credits)

WMBA 6990A- Capstone: Sustainable Business Practices and Strategies (3 semester credits)

- SU001 Understanding the Organization

Analyze aspects of organizational strategy development and implementation.

- SU002 Evaluating Opportunities and the Organization's Readiness

Assess the effects of cross-functional strategic thinking on an organization's performance and strategic advantage.

- SU003 Articulating Organizational Strategy and Understanding the Individual's Role

Develop a strategic plan based on personal skills and knowledge for improved organizational performance.

✦ Specialization in Healthcare Management (not currently accepting new students)

This program is not currently accepting new students. Current students must complete their programs of study in accordance with Walden's Time-to-Degree Completion policies.

The Healthcare Management specialization provides students with an understanding of the structure and components of health services and the health services delivery system in the United States.

Coursework offers an opportunity to closely examine the techniques required to develop, manage, and control healthcare finances. Students are also introduced to the terminology, theory, concepts, and techniques used in the accounting and finance functions of healthcare organizations.

Specialization Competencies (9 semester credits)

WMBA 6602 - Contemporary Topics in the U.S. Healthcare Delivery System* (3 semester credits)

- HE002 History of the U.S. Healthcare System

Explain how historic forces have shaped the present-day healthcare system.

- HE003 Delivery of Services

Explain the healthcare delivery system in the United States.

- HE004 Healthcare Funding in the United States Explain how healthcare in the United States is funded.
- HE005 Key Drivers of Change

Analyze the impact of societal, business, and global trends on the healthcare industry.

- Students may take this as a non-degree course.

WMBA 6604 - Law, Ethics, and Policy in Healthcare Administration* (3 semester credits)

- LE001 Legal Requirements and Ethics

Summarize legal mandates and ethical principles to address complex challenges, manage risk, and advance organizational integrity.

- LE002 Healthcare Policy

Analyze the healthcare policy-making process for improving the health status of populations.

- LE003 Adapting Internal Policies and Practices

Adapt internal policies and practices to align with changes to healthcare laws and regulations.

- LE004 Analyzing Policies from Diverse Perspectives

Analyze a policy from diverse perspectives held by policymakers, interest groups, healthcare administrators, and other stakeholders to assess impact on an organization.

- Students may take this as a non-degree course.

WMBA 6608 - Healthcare Financial Management and Economics* (3 semester credits)

- FM004 Economic Concepts in the Healthcare Industry

Apply key economic concepts and theories in the healthcare context.

- FM005 Economic Characteristics of the Healthcare Industry

Apply economic concepts to make recommendations for organizational decisions.

- FM006 Conduct an Operational Analysis

Conduct operational analyses to ensure operational efficiency and financial viability.

- FM007 Analyze Financial Data

Make recommendations for organizational decisions based on analyses of financial data.

- Students may take this as a non-degree course.

+ Specialization in Project Management (not currently accepting new students)

The Project Management specialization helps students develop the skills and strategies needed to manage projects of all scopes and sizes. Students learn how to avoid typical pitfalls of missed deadlines and mismanaged resources and explore current theories and research, putting their new-found project management skills to work in real-world exercises. Walden is an approved provider of project management training by the Project Management Institute (PMI)®.

Specialization Competencies (9 semester credits)

WMBA 6620 - Practices in Project Management* (3 semester credits)

- PM001 Project Management Methods

Explain the discipline of project management and its processes.

- PM002 Project Initiation

Prepare a project charter using standard project management tools and techniques.

- PM003 Project Planning

Prepare a comprehensive project plan using standard project management tools and techniques.

- PM004 Project Performance Measurement

Assess project performance against agreed-to criteria using qualitative and quantitative methods.

- PM005 Project Closing Processes

Conduct a post-project audit to close out a project.

- Students may take this as a non-degree course.

WMBA 6623 - Enterprise and Project Risk Management* (3 semester credits)

- PM006 Organizational Risk Strategy

Develop organization level strategies for managing risks driven by internal and external environmental factors.

- PM007 Project Risk Management

Prepare a project risk management plan using standard project management tools and techniques.

- PM008 Project Risk Measurement

Assess project risk performance against agreed-to criteria using qualitative and quantitative methods.

- Students may take this as a non-degree course.

WMBA 6627 - Stakeholder Management and Organizational Behavior* (3 semester credits)

- PM009 Organizational Practices in Project Management

Evaluate how an organization's structure and culture impact its project management practices.

- PM010 Strategic Stakeholder Management

Conduct a stakeholder analysis to determine the composition of a stakeholder community and its influence over business strategy and outcomes.

- PM011 Project Stakeholder Management

Prepare a project stakeholder management plan using standard project management tools and techniques.

- Students may take this as a non-degree course.

Master of Healthcare Administration (MHA)

The healthcare system is experiencing a rapid transformation. With the implementation of the Patient Protection and Affordable Care Act, an aging population, and emerging new technologies, employment of medical and health services administrators and managers is projected to grow 23% from 2012 to 2022.

Today's healthcare industry employers require effective, visionary leaders who can help them respond to the needs of their communities while optimizing organizational performance and outcomes. Our fully online Master of Healthcare Administration (MHA) degree program can put you at the forefront of the field and help you improve the experience of healthcare providers as well as patients.

As a leader in healthcare education, Walden is dedicated to meeting the needs of our students, the healthcare industry, and employers. The coursework in this online healthcare administration degree program explores the latest trends and allows you to develop the professional competencies expected by top healthcare organizations:

- Critical and creative thinking and problem solving
- Business and interpersonal communication
- Strategic planning
- Adaptability and collaboration
- Change management

Taught by doctoral level faculty, our MHA degree program features curriculum with multimedia that lends a real-world perspective to your online learning experience.

With a Master of Healthcare Administration degree from Walden, you can gain the skills and credentials that allow you to pursue healthcare leadership roles and make a difference in your organization and community.

Note: The Master of Healthcare Administration (MHA) program is offered in two different learning modalities: the course-based modality and the competency-based modality, Tempo Learning®.

Note on Licensure

The Master of Healthcare Administration is not a licensure leading program and does not prepare an individual to become a licensed professional in healthcare administration, healthcare leadership, nursing home administration, or other similar positions.

Learning Outcomes

All graduates will be prepared to:

1. Utilize effective oral and written communication strategies as productive healthcare administrators
2. Analyze the components of effective health care delivery for diverse populations in the United States
3. Assess the effect of delivery of care on patient outcomes and equity for healthcare organizations
4. Analyze the impact of environmental factors on healthcare operations management
5. Assess the impact of emerging trends and innovation on healthcare organization's performance

6. Apply critical thinking to solve healthcare administration challenges in considering the social determinants of health framework
7. Appraise strategic practices on achieving sustainable competitive advantage for healthcare organizations
8. Evaluate the role of healthcare administrators in improving health outcomes through facilitating social change

Course-Based Program

Degree Requirements

- 53-68 total quarter credits (depending on whether a student chooses to complete an **optional** specialization)
- Core courses (53 credits)
- Optional specialization (15 credits)

Curriculum

General Program

In the general Master of Healthcare Administration (MHA) program, you prepare to help your organization address the challenges of today's changing healthcare landscape. Through coursework, you will explore the regulations, laws, court decisions, and health policies that impact health service providers. You also examine and analyze the latest theories, technologies, and strategies in the field, focusing on developing the advanced business skills that today's healthcare employers need.

Multimedia and case studies are integrated into the relevant curriculum to help you gain the knowledge and credentials to pursue healthcare leadership roles.

Core Courses (53 credits)

MMHA 6000 - Foundations of Healthcare Administration (3 credits)

MMHA 6050 - Contemporary Topics in the U.S. Healthcare Delivery System* (5 credits)

- Students may take this as a non-degree course.

MMHA 6200 - Principles of Population Health in Healthcare Administration* (5 credits)

- Students may take this as a non-degree course.

MMHA 6300 - Law, Ethics, and Policy in Healthcare Administration* (5 credits)

- Students may take this as a non-degree course.

MMHA 6400 - Healthcare Financial Management and Economics* (5 credits)

- Students may take this as a non-degree course.

MMHA 6500 - Human Resource Management and Organizational Development and Leadership for Healthcare

Administrators* (5 credits)

- Students may take this as a non-degree course.

MMHA 6600 - Healthcare Informatics and Technology Management* (5 credits)

- Students may take this as a non-degree course.

MMHA 6700 - Healthcare Operations Management* (5 credits)

- Students may take this as a non-degree course.

MMHA 6800 - Marketing Management and Business Communication for Healthcare Administrators* (5 credits)

- Students may take this as a non-degree course.

MMHA 6900 - Healthcare Quality Management* (5 credits)

- Students may take this as a non-degree course.

MMHA 6999 - Strategic Planning in Healthcare Administration* (5 credits)

- Students may take this as a non-degree course.

Optional Specializations

+ Specialization in Leadership and Organizational Development

In this specialization, students are exposed to leadership and organizational theories, concepts, and trends relevant to the healthcare setting. Through your coursework, you will focus on best practices for directing and organizing healthcare resources and services within various environments. Focus is placed on building leadership skills that can help you effectively address organizational and community needs.

Specialization Courses (15 credits)

MMHA6111 - Leadership and Organizational Change (5 credits) MMHA 6392 - The Language of Leadership (5 credits)

MMHA 6452 - Board Governance and Volunteer Management (5 credits)

+ Specialization in Population Health (not currently accepting new students)

This program is not currently accepting new students. Current students must complete their programs of study in accordance with Walden's Time-to-Degree Completion policies.

In this specialization, students can gain deeper insight into population health essentials such as coordinated care and disease management. They can learn about issues facing the population health industry such as reducing inefficiencies and close gaps in the delivery of healthcare, socioeconomic factors of disease, new care-delivery structures, data analytics, and determining community and population health needs. The focus is placed on building the core competencies and specialized professional and career skills students need to lead and manage complex, population-based healthcare initiatives and programs and drive healthcare innovations that produce measurable clinical and economic values.

Specialization Courses (15 credits)

MMHA 6520 - Health Informatics and Population Health Analytics (5 credits) MMHA 6530 - Disease Prevention and Care Management (5 credits) MMHA 6540 - Population Health Management Applications (5 credits)

+ Specialization in Social Entrepreneurship and Innovation (not currently accepting new students)

This program is not currently accepting new students. Current students must complete their programs of study in accordance with Walden's Time-to-Degree Completion policies.

In this specialization, students explore critical leadership and practical skills related to social entrepreneurship-such as grant writing and generating resources-to support their social change vision and organization. They also have the opportunity to pitch their innovative ideas and collaborate with peers.

Designed for entrepreneurial professionals and students across all disciplines, coursework in this Walden MHA specialization covers a range of organizational activities and structures, including public, private, and nonprofit sector responses.

Specialization Courses (15 credits)

MMHA 6880 - Social Entrepreneurship and Innovation: A Global Perspective (5 credits) MMHA 6881 - Grant Writing (5 credits)

MMHA 6882 - Improving Healthcare Performance Through Social Entrepreneurship (5 credits)

+ Specialization in Systems and Policy Specialization (not currently accepting new

students)

This program is not currently accepting new students. Current students must complete their programs of study in accordance with Walden's Time-to-Degree Completion policies.

This specialization helps prepare students to be managers and leaders in the healthcare setting by giving them the knowledge of systems and policy theories and the ability to think critically and creatively about the broader picture. Students can examine recent healthcare system and policy reform that is reshaping the way health and medical care is delivered. Through coursework, students also explore specialized systems and policy knowledge to prepare them to address the demands of organizations and the populations they serve.

Specialization Courses (15 credits)

MMHA 6038 - Health Behavior Theory* (5 credits)

- Students may take this as a non-degree course.

MMHA 6451 - Public Policy Analysis (5 credits)

MMHA 6475 - Program Planning, Implementation, and Evaluation (5 credits)

Course Sequence

The recommended course sequence is as follows:

Quarter	Course	Credits
Quarter 1	MMHA 6000 - Foundations of Healthcare Administration*	3 credits
	MMHA 6050 - Contemporary Topics in the U.S. Healthcare Delivery System	5 credits
Quarter 2	MMHA 6200 - Principles of Population Health in Healthcare Administration	5 credits
	MMHA 6300 - Law, Ethics, and Policy in Healthcare Administration	5 credits
Quarter 3	MMHA 6400 - Healthcare Financial Management and Economics	5 credits
	MMHA 6500 - Human Resource Management and Organizational Development and Leadership for Healthcare Administrators	5 credits
Quarter 4	MMHA 6600 - Healthcare Informatics and Technology Management	5 credits
	MMHA 6700 - Healthcare Operations Management	5 credits
Quarter 5	MMHA 6800 - Marketing Management and Business Communication for Healthcare Administrators	5 credits
	MMHA 6900 - Healthcare Quality Management	5 credits
Quarter 6	MMHA 6999 - Strategic Planning in Healthcare Administration	5 credits

*Students enrolling in a midterm start date will take **MMHA 6000A**, a 6-week version of this course by itself in their first term.

Tempo Learning® Program

Tempo Learning® is Walden's competency-based education modality, an alternative way of earning a Walden degree offered for some Walden programs. Instead of courses, the Walden Tempo Learning® program is comprised of competencies and rigorous assessments. Students progress through the Tempo Learning® model by successfully passing competency assessments. A student must successfully achieve or master all competency assessments to graduate from the program.

Students earn the same Walden degree whether they choose the course-based or the competency-based modality.

Note on Licensure

The Master of Healthcare Administration is not a licensure leading program and does not prepare an individual to become a licensed professional in healthcare administration, healthcare leadership, nursing home administration, or other similar positions.

Degree Requirements

- 53 total quarter credits
- Core competencies (53 credits)

Curriculum

Core Competencies (53 credits)

MMHA 6000 - Foundations of Healthcare Administration (3 credits)

- HE001 Trends in Healthcare Administration

Explain the implications of current trends for healthcare administrators, managers, and leaders.

- HE006 Commitment to Professional Development and Lifelong Learning

Create a professional development plan that demonstrates a commitment to lifelong learning and professional development.

MMHA 6050TL- Contemporary Topics in U.S. Healthcare Delivery [Tempo Learning®-Specific Course] (5 credits)

- HE002 History of the U.S. Healthcare System

Explain how historic forces have shaped the present-day healthcare system.

- HE003 Delivery of Services

Explain the healthcare delivery system in the United States.

- HE004 Healthcare Funding in the United States

Explain how healthcare in the United States is financed.

- HE005 Key Drivers of Change

Analyze the impact of societal, business, and global trends on the healthcare industry.

MMHA 6200 - Principles of Population Health in Healthcare Administration* (5 credits)

- HE007 Disease Distribution and Management

Evaluate community health needs and data about disease distribution to make decisions regarding disease management.

- HE008 Global Health Issues

Analyze the impact of global health issues on healthcare management.

- HE009 Population Health Management

Develop initiatives in collaboration with public health and community-based organizations to improve the health of the population.

- Students may take this as a non-degree course.

MMHA 6300 - Law, Ethics, and Policy in Healthcare Administration* (5 credits)

- LE001 Legal Requirements and Ethics

Summarize legal mandates and ethical principles to address complex challenges, manage risk, and advance organizational integrity.

- LE002 Healthcare Policy

Analyze the healthcare policy-making process for improving the health status of populations.

- LE003 Adapting Internal Policies and Practices

Adapt internal policies and practices to align with changes to healthcare laws and regulations.

- LE004 Analyzing Policies from Diverse Perspectives

Analyze a policy from diverse perspectives held by policymakers, interest groups, healthcare administrators, and other stakeholders to assess impact on an organization.

- Students may take this as a non-degree course.

MMHA 6400 - Healthcare Financial Management and Economics* (5 credits)

- FM004 Economic Concepts in the Healthcare Industry

Apply key economic concepts and theories in the healthcare context.

- FM005 Economic Characteristics of the Healthcare Industry

Apply economic concepts to make recommendations for organizational decisions.

- FM006 Conduct an Operational Analysis

Conduct operational analyses to ensure operational efficiency and financial viability.

- FM007 Analyze Financial Data

Make recommendations for organizational decisions based on analyses of financial data.

- Students may take this as a non-degree course.

MMHA 6500 - Human Resource Management and Organizational Development and Leadership for Healthcare Administrators* (5 credits)

- HR001 Aligning Workforce Capacity

Evaluate organizational values and goals in order to align the workforce and deliver cost-effective, high-quality care.

- HR002 Recruitment and Selection

Evaluate recruitment, selection, and dismissal practices for healthcare professionals.

- HR003 Professional Development and Retention

Evaluate a healthcare organization's practices for retaining talent and providing professional development and recommend strategies for improvement.

- HR004 Organizational Structure, Dynamics, and Culture

Assess the effectiveness of organizational structures in furthering an organization's ability to achieve its vision and goals.

- HR005 Team Building and Conflict Management

Evaluate collaborative, team-building, and conflict-management strategies when leading inter-professional teams.

- HR006 Leadership, Systems Thinking, and Change Management

Evaluate principles of effective leadership, systems thinking, and change management to address healthcare transformation, innovation, and accountability.

- Students may take this as a non-degree course.

MMHA 6600 - Healthcare Informatics and Technology Management* (5 credits)

- OM008 Health Information Technology

Explain the uses of administrative and clinical health information technology and integrated community networks and their role in the delivery of care.

- OM009 Data-Driven Decision Making

Evaluate clinical and administrative data to support evidence-based decisions that affect healthcare organizations and patient care.

- OM0010 Health Information Systems

Recommend the acquisition, implementation, and evaluation of clinical and administrative health information systems.

- OM0011 Protecting Patient Data

Recommend strategies to ensure that policies and processes protect the privacy, confidentiality, security, and integrity of patient data.

- Students may take this as a non-degree course.

MMHA 6700 - Healthcare Operations Management* (5 credits)

- OM005 Operational Resources and Productivity

Evaluate productivity against established benchmarks and recommend changes to improve patient safety metrics.

- OM006 Process Improvement and Quality

Make recommendations to improve quality in healthcare organizations based on analyses of current processes.

- OM007 Project Management

Plan complex projects using project management tools and techniques to achieve resource optimization and sustainability.

- Students may take this as a non-degree course.

MMHA 6800 - Marketing Management and Business Communication for Healthcare Administrators* (5 credits)

- FM001 Marketing Principles

Identify the basic principles of marketing and their unique application in healthcare organizations.

- FM002 Marketing Strategies

Evaluate marketing strategies to ensure they enhance the organization's competitive position and align with its mission and social responsibility.

- FM003 Marketing Opportunities and Challenges

Analyze healthcare marketing and management environment and identify the primary marketing opportunities and challenges facing the organization.

- Students may take this as a non-degree course.

MMHA 6900 - Healthcare Quality Management* (5 credits)

- OM001 Patient Safety and Quality of Services

Explain the history and current state of patient safety and quality of services in healthcare.

- OM002 Organizational Compliance and Regulatory Mandates

Evaluate organizational compliance with regulatory mandates for healthcare quality and safety.

- OM003 Patient Experience and Culturally Sensitive, Patient-Centered Care

Apply best practices to provide an outstanding patient experience, including customer-service focused, culturally sensitive, and patient-centered care.

- OM004 Improving Patient Safety and Quality of Services

Evaluate compliance with best practices and industry standards for patient safety and quality of healthcare services and provide recommendations for improvement.

- Students may take this as a non-degree course.

MMHA 6999 - Strategic Planning in Healthcare Administration* (5 credits)

- FM008 Strategic Planning Process

Explain the strategic planning process and the roles of internal stakeholders.

- FM009 SWOT Analysis

Evaluate the Strengths, Weakness, Threats, and Opportunities of a healthcare organization.

- FM010 Strategic Planning

Develop an integrated strategic plan to address a challenge or opportunity faced by a healthcare organization.

- Students may take this as a non-degree course.

MS in Cybersecurity (Quarter)

For students beginning their program November 28, 2022 or later.

The MS in Cybersecurity program equips students with the real-world training to monitor, detect, and manage today's dangerous digital threats. Through courses developed in collaboration with IBM, students focus on:

- The latest cybersecurity technology and the practical application of this technology in the context of business information and real-world problems.
- Mastering specialized business, compliance, and management principles along with the technical skills needed to compete for desirable cybersecurity jobs.
- Hands-on learning through realistic threat simulations. Students learn by doing and build practical skills that are immediately applicable in the workplace.

Students also explore groundbreaking advances in cyber forensics, cybercrime prevention, and secure coding as they build the confidence to lead critical cybersecurity initiatives and cross-functional teams.

Learning Outcomes

Upon completion of the MS in Cybersecurity, students will be able to:

1. Evaluate emerging technical developments that apply to cybersecurity.
2. Evaluate the role of cybersecurity elements within the context of the modern workplace.
3. Examine cryptography elements for practical application in both commercial and non-commercial settings.
4. Critique cybersecurity strategies that can be deployed to prevent cybercrime.
5. Examine computer forensics elements for their practical usage in both commercial and non-commercial organizations.
6. Evaluate management processes that can be deployed to prevent or limit potential cyber-attacks in the workplace.

Degree Requirements

- 45 total quarter credits

Curriculum

MCYB 6005 - The Global Technology Environment* (5 credits)

- Students may take this as a non-degree course.

MCYB 6215 - Security Risk Management (5 credits) MCYB 6210 - Cloud Computing (5 credits)

MCYB 6190 - Foundations of Intelligent Systems (5 credits)

MCYB 6670 - Security Engineering and Compliance (5 credits) MCYB 6735 -Applied Cryptography (5 credits)

MCYB 6270 - Cyber Forensics (5 credits)

MCYB 6255 - Cybercrime Prevention and Protection (5 credits) MCYB 6635 - Secure Coding (5 credits)

Course Sequence

Course Sequence

The Recommended course sequence is as follows:

Quarter	Course	Credits
1	MCYB 6005 - The Global Technology Environment	5 credits
2	MCYB 6215 - Security Risk Management MCYB 6210 - Cloud Computing	5 credits 5 credits
3	MCYB 6190 - Foundations of Intelligent Systems MCYB 6670 - Security Engineering and Compliance	5 credits 5 credits
4	MCYB 6735 - Applied Cryptography MCYB 6270 - Cyber Forensics	5 credits 5 credits
5	MCYB 6255 - Cybercrime Prevention and Protection MCYB 6635 - Secure Coding	5 credits 5 credits

MS in Data Science (Quarter)

For students beginning their program November 28, 2022 or later.

The MS in Data Science program empowers students with the specialized skills needed to turn raw information into valuable business insights. Through courses developed in collaboration with IBM, students focus on:

- Using digital data and tools to analyze and ethically solve pressing problems in any organization or industry.
- Learning how to collect, analyze, and visualize data, and communicate insights to diverse stakeholders.
- Building practical, immediately applicable skills through interactive case studies, visualizations, and applications.

Walden's MS in Data Science program is focused on responsible data management practices and the ethical use of data to address business challenges.

Learning Outcomes

Upon completion of the MS in Data Science, students will be able to:

1. Evaluate emerging technical developments that apply to data science.

2. Analyze current technologies that provide practical solutions to data science problems.
3. Evaluate the role of supporting technologies for data science in data driven decision- making.
4. Analyze legal, ethical, professional and social issue elements within the domain of data science.
5. Differentiate how the techniques and tools of big data predictive analytics can be used to add "business value" in data driven decision-making in the modern work place.

Degree Requirements

- 45 total quarter credits

Curriculum

MDSC 6005 - The Global Technology Environment* (5 credits)

- Students may take this as a non-degree course.

MDSC 6401 - Statistical Concepts for Big Data (5 credits) MDSC 6245 - Big Data (5 credits)

MDSC 6265 - Data Mining (5 credits)

MDSC 6685 - Data Visualization (5 credits)

MDSC 6665 - Predictive Analytics for Decision Making (5 credits) MDSC 6210 - Cloud Computing (5 credits)

MDSC 6240 -Advanced Database Systems (5 credits)

MDSC 6190 - Foundations of Intelligent Systems (5 credits)

Course Sequence

Quarter	Course	Credits
Quarter 1	MDSC 6005 - The Global Technology Environment	5 credits

MS in Human Resource Management

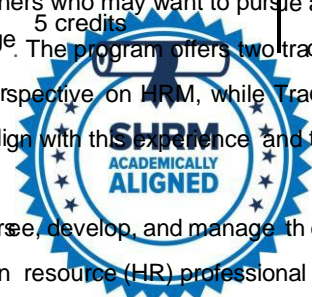
The MS in Human Resource Management (HRM) program has been designed for learners who may want to pursue a career in HRM as well as HRM professionals who choose to expand their skills and knowledge. The program offers two tracks:

Track 1 is designed for those who are newer to the HRM field and need a comprehensive perspective on HRM, while Track 2 is intended for those with more experience who want to customize their program of study to align with their experience and their career interests.

The program adopts a human capital perspective throughout. Learners prepare to oversee, develop, and manage the human capital of small to large organizations, thereby addressing the vital roles of the human resource (HR) professional in both operational and strategic settings. Students have the opportunity to develop and enhance critical management, strategic, organizational, and analytical skills. Through simulation experiences of reality-based scenarios as well as traditional curricula, learners consider best practices and emerging trends in the specializations found within HRM. The program of study aligns with the competencies curriculum specified by the Society for Human Resource Management (SHRM).

Note: The MS in Human Resource Management program is offered in two different learning modalities: the course-based modality and the competency-based modality, Tempo Learning®.

Note: Students who begin their program *in Fall 2019 or later* undertake the redesigned MS in Human Resource Management curriculum below. Students enrolled *prior* to Fall 2019 continue under the previous program of study.



Learning Outcomes

1. Demonstrate human resources knowledge in relation to being an internal strategic partner.
2. Evaluate the strategic role of human resources in creating organizational capacity and agility.
3. Examine the role of human resources in legal and regulatory compliance of an organization.
4. Appraise the role of human resources in change management.
5. Evaluate the role of human resources in facilitating social change opportunities.
6. Demonstrate an understanding of human resource leadership responsibilities as an internal strategic partner.

Note on Accreditation

At the master's level, Walden University's Master of Business Administration (MBA), MS in Accounting, and MS in Finance are the only programs accredited by the Accreditation Council for Business Schools and Programs (ACBSP). The MS in Human Resource Management program is not accredited by the ACBSP. Please visit our Accreditation page to see the list of Walden accreditations.

Course-Based Program

Track 1

Degree Requirements

- 30 total semester credits
- Core courses (27 semester credits)
- Capstone course (3 semester credits)

Curriculum

Core Courses (27 credits)

MHRM 6101 - Foundations of Human Resource Management* (3 semester credits)

- Students may take this as a non-degree course.

MHRM 6201 - Individual and Organizational Performance Management* (3 semester credits)

- Students may take this as a non-degree course.

MHRM 6301 - Legal and Regulatory Environment* (3 semester credits)

- Students may take this as a non-degree course.

MHRM 6401 - Human Resource Analytics* (3 semester credits)

- Students may take this as a non-degree course.

MHRM 6501 - Conflict Management and Negotiation* (3 semester credits)

- Students may take this as a non-degree course.

MHRM 6601 - Benefits, Compensation, and Resource Allocation* (3 semester credits)

- Students may take this as a non-degree course.

MHRM 6701 - Strategic Positioning and Social Change* (3 semester credits)

- Students may take this as a non-degree course.

MHRM 6751 - Global and Cultural Effectiveness* (3 semester credits)

- Students may take this as a non-degree course.

MHRM 6801 - Organizational Effectiveness and Leadership* (3 semester credits)

- Students may take this as a non-degree course.

Capstone Course (3 semester credits)

- Choose **one** of the options below.

MHRM 6901 - Capstone: Strategic Human Resource Management (3 semester credits) MHRM 6902 - Capstone:

Meeting SHRM Competencies (3 semester credits)

Course Sequence (Track 1)

The recommended course sequence is as follows:

^e Semester	Course	Credits
Semester 1	MHRM 6101 - Foundations of Human Resource Management	3 semester credits
	MHRM 6201 - Individual and Organizational Performance Management	3 semester credits
Semester 2	MHRM 6301 - Legal and Regulatory Environment	3 semester credits

Semester	Course	Credits
Semester 5	MHRM 6801 - Organizational Effectiveness and Leadership	3 semester credits
	MHRM 6901 - Capstone: Strategic Human Resource Management	3 semester credits
	OR MHRM 6902 - Capstone: Meeting SHRM Competencies	

Track 2 (for certified HR professionals)

Degree Requirements

- 30 total semester credits
- Core courses (12 semester credits)
- Elective courses (15 semester credits)
- Capstone course (3 semester credits)

Curriculum

Core Courses (12 semester credits)

MHRM 6101 - Foundations of Human Resource Management* (3 semester credits)

- Students may take this as a non-degree course.

MHRM 6201 - Individual and Organizational Performance Management* (3 semester credits)

- Students may take this as a non-degree course.

MHRM 6301 - Legal and Regulatory Environment* (3 semester credits)

- Students may take this as a non-degree course.

MHRM 6401 - Human Resource Analytics* (3 semester credits)

- Students may take this as a non-degree course.

Elective Courses (15 semester credits)

Select five courses from the list below.

MHRM 6501 - Conflict Management and Negotiation* (3 semester credits)

- Students may take this as a non-degree course.

MHRM 6510 - Personal Leadership: Mentoring and Coaching* (3 semester credits)

- Students may take this as a non-degree course.

MHRM 6601 - Benefits, Compensation, and Resource Allocation* (3 semester credits)

- Students may take this as a non-degree course.

MHRM 6610 -Aligning Human Resources With Business Operations* (3 semester credits)

- Students may take this as a non-degree course.

MHRM 6611 - Managing People and Promoting Collaboration* (3 semester credits)

- Students may take this as a non-degree course.

MHRM 6625 - Building Human Capital Through Training and Development* (3 semester credits)

- Students may take this as a non-degree course.

MHRM 6701 - Strategic Positioning and Social Change* (3 semester credits)

- Students may take this as a non-degree course.

MHRM 6751 - Global and Cultural Effectiveness* (3 semester credits)

- Students may take this as a non-degree course.

MHRM 6801 - Organizational Effectiveness and Leadership* (3 semester credits)

- Students may take this as a non-degree course.

Capstone Course (3 sem credits)

Choose **one** of the options below.

MHRM 6901 - Capstone: Strategic Human Resource Management (3 semester credits) MHRM 6902 - Capstone:

Meeting SHRM Competencies (3 semester credits)

Course Sequence (Track 2)

The recommended course sequence is as follows:

Semester	Course	Credits

Semester 1	MHRM 6101 - Foundations of Human Resource Management	3 semester credits	
	MHRM 6201 - Individual and Organizational Performance Management	3 semester credits	
Semester 2	MHRM 6301 - Legal and Regulatory Environment	3 semester credits	credits
	MHRM 6401 - Human Resource Analytics	3 semester credits	credits
Semester 3	Elective	3 semester credits	credits
	Elective	3 semester credits	credits
Semester 4	Elective	3 semester credits	credits
	Elective	3 semester credits	credits
Semester 5	Elective	3 semester credits	credits
	MHRM 6901 - Capstone: Strategic Human Resource Management	3 semester credits	
	OR		
	MHRM 6902 - Capstone: Meeting SHRM Competencies		

Tempo Learning® Program

Tempo Learning® is Walden's competency-based education modality, an alternative way of earning a Walden degree offered for some Walden programs. Instead of courses, the Walden Tempo Learning® program is comprised of competencies and rigorous assessments. Students progress through the Tempo Learning® model by successfully passing competency assessments. A student must successfully achieve or master all competency assessments to graduate from the program.

Students earn the same Walden degree whether they choose the course-based or the competency-based modality.

Note: MS in Human Resource Management (Competency Based) is available for Track 1 only.

Degree Requirements

- 30 total credits
- Core competencies (27 credits)
- Capstone competencies (3 credits)

Core Competencies (27 credits)

MHRM 6101 - Foundations of Human Resource Management* (3 semester credits)

- FO001 Human Resources and the Organization

Explain the role of human resources (HR) within the structure of an organization.

- FO002 Organizational Culture, Ethics, and Social Responsibility

Explain the role of HR in organizational culture, ethics, and social responsibility.

- FO003 People as Organizational Knowledge and Human Assets Describe the employee lifecycle in an organization.
- FO004 Transformational Human Resource Practices

Explain the role of HR in supporting organizational effectiveness through change management and building agility.

- FO005 Human Resources and Strategic Planning

Explain the role of HR in supporting the organization's goals using strategic planning.

- Students may take this as a non-degree course.

MHRM 6201 - Individual and Organizational Performance Management* (3 semester credits)

- ID001 Performance Management

Explain a performance management system's capability to measure individual and organizational performance.

- ID002 Compliance Analysis of Performance Management Systems

Analyze a performance management system's compliance with legal, ethical, and corporate social performance norms.

- ID003 Methods for Managing Performance

Evaluate appropriate performance management tools for individual and organizational performance management use.

- Students may take this as a non-degree course.

MHRM 6301 - Legal and Regulatory Environment* (3 semester credits)

- LG001 Discrimination in the Workplace

Defend protected classes within employment law situations to enable prevention of illegal discrimination.

- LG002 Human Resource Policies, Practices, and Procedures Related to the Legal and Regulatory Environment

Analyze how human resource management (HRM) policies, practices, and procedures must comply with IRS regulations and U.S. employment laws.

- LG003 Emotional Triggers in the Workplace

Analyze professional conduct with regard to emotionally charged situations related to the legal and regulatory environment in the workplace.

- Students may take this as a non-degree course.

MHRM 6401 - Human Resource Analytics* (3 semester credits)

- HU001 Value of Human Resource Analytics

Demonstrate the strategic value of HR analytics for organizational effectiveness.

- HU002 Managing Human Resource Metrics

Assess tools and strategies for implementing, measuring, analyzing, and reporting HR metrics.

- HU003 Data Management

Evaluate the challenges of HR data management.

- Students may take this as a non-degree course.

MHRM 6501 - Conflict Management and Negotiation* (3 semester credits)

- CF001 Conflict Management, Mediation, and Negotiation in an Organization Analyze conflict management, mediation, and negotiation related to an organization.
- CF002 Conflict Management and Conflict Resolution Skills and Strategies

Evaluate conflict management and conflict resolution skills and strategies in an organization to achieve positive outcomes.

- CF003 Collective Bargaining and Arbitration

Explain HR's role in collective bargaining and arbitration.

- Students may take this as a non-degree course.

MHRM 6601 - Benefits, Compensation, and Resource Allocation* (3 semester credits)

- BF001 Compensation and Benefits: Strategies

Analyze the role of compensation and benefit strategies within the area, market, and specifically for an organization.

- BF002 Compensation and Benefits: Legal and Regulatory Requirements

Evaluate the impact of legal and regulatory requirements on compensation and benefits.

- BF003 Compensation and Benefits: Social and Ethical Implications

Analyze societal and ethical implications of benefits and compensation that contribute to sustainable business practices.

- BF004 Organizational Agility

Analyze total rewards as keys to organizational agility.

- BF005 Budgeting, Methodology, Processes, and Procedures Identify budgeting methodology, processes, and procedures.
- Students may take this as a non-degree course.

MHRM 6701 - Strategic Positioning and Social Change* (3 semester credits)

- PN001 Strategic Human Resources: Key Concepts Explain the strategic nature and impact of the work of HR.
- PN002 Strategic HRM: Managing Change

Analyze change management as a key component in strategic HRM.

- PN003 HRM: Social Change and Dynamic Impact

Evaluate HR best practices that drive and support social change in an organization and beyond.

- Students may take this as a non-degree course.

MHRM 6751 - Global and Cultural Effectiveness* (3 semester credits)

- GL001 Global Business Environment

Explain why HR operations are increasingly important in today's global business landscape.

- GL002 Human Resource's Role in Building Capacity
- Analyze HR's expanded role for creating organizational capacity in a global environment.
- GL003 Human Resource's Role in Creating Organizational Leverage

Analyze HR's opportunities to create competitive advantage through a globally diverse workforce.

- Students may take this as a non-degree course.

MHRM 6801 - Organizational Effectiveness and Leadership* (3 semester credits)

- OR001 Human Resource's Role in Organizational Effectiveness

Analyze the determinants of organizational effectiveness and HR's role and ownership.

- OR002 Organizational Capacity and Agility

Relate organizational capacity and agility to organizational competitiveness.

- OR003 Leadership and Organizational Effectiveness Describe organizational effectiveness in terms of leadership.
- Students may take this as a non-degree course.

Capstone Competencies (3 credits)

Choose **one** of the options below.

MHRM 6901 - Capstone: Strategic Human Resource Management (3 semester credits)

- CT001 Strategic Organizational Role of Human Resources

Explain HR's broad role in achieving organizational strategy, values, and ethics.

- CT002 The Strategic Human Resources Function

Assess the current state of the HR function and its strategic alignment to the strategic objectives of the organization.

- CT003 Strategic Human Resources

Analyze the strategic human resource contribution in the development and execution of organizational strategy, values, and ethics.

MHRM 6902 - Capstone: Meeting SHRM Competencies (3 semester credits)

- SH001 Preparing for your SHRM Examination: Part 1

Develop an action plan that details how to enhance knowledge of selected topics.

- SH002 Preparing for your SHRM Examination: Part 2

Develop an action plan that details how to enhance knowledge of selected topics.

- SH003 Preparing for your SHRM Examination: Part 3

Develop an action plan that details how to enhance knowledge of selected topics.

MS in Industrial and Organizational (I/O) Psychology

Defined as the "scientific study of the workplace," industrial and organizational (I/O) psychology explores the impact of individual, group, and organizational psychology on workplace health, productivity, and effectiveness.

With a focus on practical application in the workplace, the MS in Industrial and Organizational (I/O) Psychology provides scholar-practitioners with an in-depth understanding of individual, group, and organizational behavior in the workplace; research design and analytical skills; and expertise applying evidence-based I/O practices in the diverse organizational settings.

Students have opportunities through their capstone projects to synthesize and apply knowledge gained in the program to a practical project designed to promote social change. Optional blended coursework provides opportunities for in-person feedback and hands-on practice, while specializations allow students to gain additional expertise in areas consistent with their interests and career goals.

The curriculum in this Master of Science program is designed to reflect the professional guidelines set forth by the Society for Industrial and Organizational Psychology (SIOP).

Note: The MS in Industrial and Organizational (I/O) Psychology program is offered in two different learning modalities: the course-based modality and the competency-based modality, Tempo Learning®.

Note on Licensure

The MS in Industrial and Organizational Psychology is not a licensure-leading program and does not prepare an individual to become a licensed psychology or counseling professional.

Learning Outcomes

All graduates will be prepared to:

1. Examine how key industrial/organizational issues impact employees, teams, & organizations.
2. Assess issues using current industrial/organizational psychology theory and research.

3. Evaluate factors that contribute to workplace effectiveness.
4. Apply consultation methods and practices within different levels of an organization.
5. Explain industrial/organizational psychology's contribution to positive social change
6. Apply theoretical and practical knowledge to address industrial/organizational problems.

Course-Based Program

Degree Requirements

- 48-50 total quarter credits
- Foundation Course (3 credits)
- Core Courses (15 credits)
- Research Courses (10 credits)
- Specialization Courses (15-17 credits)
- Capstone Course (5 credits)

Curriculum

Foundation Course (3 credits)

IPSY 6002 - Foundations of Graduate Study in Psychology (3 credits)

Core Courses (15 credits)

IPSY 6200 - Themes and Theories of 1/0 Psychology (5 credits) IPSY 6480 - Psychology of Organizational Behavior (5 credits) IPSY 6214 - Consulting for Organizational Change* (5 credits)

- Students may take this as a non-degree course.

Research Courses (10 credits)

RSCH 6110 - Research Theory, Design, and Methods (5 credits) RSCH 6210 - Quantitative Reasoning and Analysis (5 credits)

Specialization Courses (15-17 credits)

These courses are dependent upon the particular specialization. Please see the course list on each specialization page.

✦ Specialization in Consulting Psychology

Students can gain the business perspectives and specialized 1/0 expertise to enter and advance in the field of organizational and professional development consulting. They have the opportunity to learn the consulting competencies, psychological methods, and change management techniques required to address issues related to human behavior in the workplace and examine the business factors that affect organizational success. Through real-world scenarios, students can deepen their understanding of both the employees' work environment and organizational performance as a whole and focus their knowledge of performance management, motivation, work attitudes, leadership, business concepts, and organizational behavior and development.

Specialization Courses (15 credits)

IPSY 6005 - Business Concepts for the Organizational Development Professional (5 credits) IPSY 6216 - Dynamics of Contemporary, International, and Virtual Organizations (5 credits) IPSY 6754 - Personnel Psychology in the Workplace (5 credits)

✦ Specialization in Evidence-Based Coaching

The specialization in Evidence-Based Coaching prepares students to be professional coaches who can assist organizations and individuals meet professional and personal goals. The curriculum is aligned with the Board Certified Coach (BCC) requirements, enabling students to learn research-based practices about growth and development that can make a real difference in people's lives.

The multidisciplinary approach develops coaching competencies applicable to a variety of corporate, health and wellness, and career settings. Upon completion of the program, including 30 hours of coaching experience integrated into Walden's unique virtual residency, students will be eligible to apply for the certificate in Evidenced-Based Coaching and sit for the BCC examination. Students who complete the program and Evidence-Based Coaching requirements should apply for the Evidence-Based Coaching certificate prior to graduation and submission of the BCC examination application. The program consists of three courses and a synchronous Virtual Residency and real-time voice to voice (V2V) skill training sessions that are aligned with BCC requirements.

Specialization Courses (17 credits)

IPSY 6755 - Leadership and Leader Development (5 credits)

IPSY 6753 - Leadership Coaching: Theories, Concepts, and Processes (6 credits) IPSY 6756 - Leadership Coaching: Practices and Applications (6 credits)

DRWI 8508 - Coaching Skills Virtual Intensive (0 credits)

Specialization Course Sequence

The recommended course sequence is as follows:

Quarter	Course	Credits
1	IPSY 6002 - Foundations of Graduate Study in Psychology	3 credits
	IPSY 6200 - Themes and Theories of 1/0 Psychology	5 credits
2	IPSY 6480 - Psychology of Organizational Behavior	5 credits
	IPSY 6214 - Consulting for Organizational Change	5 credits
3	PSYC 6755 - Leadership and the Process of Change	5 credits
	RSCH 6110 - Research Theory, Design, and Methods	5 credits
4	IPSY 6753 - Leadership Coaching: Theories, Concepts, and Processes	6 credits
	RSCH 6210 - Quantitative Reasoning and Analysis	5 credits
5	IPSY 6756 - Leadership Coaching: Practices and Applications	6 credits
	DRWI 8508 - Coaching Skills Virtual Intensive	0 credits
	IPSY 6393 - Capstone	5 credits

+ Specialization in General Practice

The General Practice specialization prepares students to enter the field as 1/0 practitioners. While core courses provide a foundation in 1/0 principles and best practices, specialization courses examine 1/0 testing and measurement methods; leadership and change processes; and human resource activities, such as employee recruitment and training, job analysis and design, and performance management and appraisal.

Specialization Courses (15 credits)

IPSY 6755 - Leadership and Leader Development (5 credits)

IPSY 6706 - Ethics and Standards of Industrial Organizational Psychology* (5 credits)

- Students may take this as a non-degree course.

IPSY 6754 - Personnel Psychology in the Workplace (5 credits)

+ Specialization in Human Resource Management

Students in this specialization will examine and apply the science of industrial and organizational (I/O) psychology in effective human resource management (HRM) practices in today's diverse workplace. Integrating concepts in business, HRM, and I/O psychology, students can gain the interdisciplinary knowledge of theories, methods, and research findings to influence and drive successful HRM strategies. Students will then apply this knowledge to organizational activities such as talent selection and placement, employee motivation, training and development, performance appraisals, and organizational change and development.

Specialization Courses (15 credits)

IPSY 6705 - Organizational Behavior Performance and Evaluation* (5 credits)

- Students may take this as a non-degree course.

IPSY 6715 - Human Resource Strategy, Legal, and Ethical Considerations* (5 credits)

- Students may take this as a non-degree course.

IPSY 6725 - Human Resource Talent Management* (5 credits)

- Students may take this as a non-degree course.

+ Specialization in International Business

Students in this specialization will prepare to address the challenges of today's culturally diverse workforce. Designed to deepen their knowledge of workplace and organizational behavior, students develop specialized expertise in talent assessment, selection, performance management, motivation, work attitudes, leadership, and organizational behavior and development. They will learn to apply this knowledge to help create work environments that help individual employees and global organizations reach their full potential.

Specialization Courses (15 credits)

IPSY 6216 - Dynamics of Contemporary, International, and Virtual Organizations (5 credits) IPSY 6540 - Strategic Planning, Management, and Leadership in a Global Context (5 credits) IPSY 6754 - Personnel Psychology in the Workplace (5 credits)

+ Specialization in Self-Designed

The Self-Designed specialization lets students design their own program of study. This offering allows students maximum flexibility to design a program that closely matches their personal and professional goals. Choose any three specialization courses included in the MS in Industrial and Organizational Psychology program to fulfill the specialization course requirement.

Specialization Curriculum

Students may select any three 6000-level I/O Psychology courses.

Capstone Course (5 credits)

IPSY 6393 - Capstone (5 credits)

Course Sequence

Students undertake courses in the following sequence.

Quarter	Course	Credits
Quarter 1	IPSY 6002 - Foundations of Graduate Study in Psychology	3 credits
	IPSY 6200 - Themes and Theories of 1/0 Psychology	5 credits
Quarter 2	IPSY 6480 - Psychology of Organizational Behavior	5 credits
	IPSY 6214 - Consulting for Organizational Change	5 credits
Quarter 3	RSCH 6110 - Research Theory, Design, and Methods	5 credits
	Specialization Course	5-6 credits
Quarter 4	RSCH 6210 - Quantitative Reasoning and Analysis	5 credits
	Specialization Course	5-6 credits
Quarter 5	Specialization Course	5 credits
	IPSY 6393 - Capstone	5 credits

Tempo Learning® Program

Tempo Learning® is Walden's competency-based education modality, an alternative way of earning a Walden degree offered for some Walden programs. Instead of courses, the Walden Tempo Learning® program is comprised of competencies and rigorous assessments. Students progress through the Tempo Learning® model by successfully passing competency assessments. A student must successfully achieve or master all competency assessments to graduate from the program.

Students earn the same Walden degree whether they choose the course-based or the competency-based modality.

Note on Curriculum

In an effort to ensure competencies are kept up to date and relevant to meet the learning outcomes of the program, the number and subject matter of individual competencies needed to satisfy program course requirements may change. However, program outcomes and the number and subject matter of courses will not be impacted. As a result, the required competencies listed in a student's individual learning plan may differ from what is currently listed in the catalog.

Degree Requirements

- 48 quarter credits
- Foundation Competencies (3 credits)
- Core Competencies (15 credits)
- Research Competencies (10 credits)
- Specialization Competencies (15 credits)
- Capstone competencies (5 credits)

Curriculum

Foundation Competencies (3 credits)

PSYC 6002 - Foundations of Graduate Study in Psychology (3 credits)

- GS001 Field of Psychology

Describe alignment of professional goals for positive social change.

- GS002 Academic Goals

Demonstrate skills to further academic goals.

- GS003 Professional Goals

Demonstrate skills to further professional goals.

Core Competencies (15 credits)

IPSY 6200TL - Themes and Theories in Industrial and Organizational Psychology [Tempo Learning®-Specific Course] (5 credits)

- TT001 Historical Development and Contemporary Industrial and Organizational Psychology Analyze the historical development of industrial and organizational (I/O) psychology and how it has contributed to the contemporary practice of **1/0** psychology.
- TT002 Industrial Psychology: Contemporary Themes, Models, and Theories and Their Application

Evaluate and apply contemporary themes, models, and theories related to the practice of industrial psychology in workplace settings and organizations.

- TT003 Organizational Psychology: Contemporary Themes, Models, and Theories and Their Application

Evaluate and apply contemporary themes, models, and theories related to the practice of organizational psychology in workplace settings and organizations.

- TT004 The Impact of Industrial and Organizational Psychology on Organizations Evaluate how I/O models, theories, principles, and practices impact individual, group, and organizational behavior.
- TT005 Cross-Cultural and Ethical Practice in Industrial and Organizational Psychology

Apply strategies, best practices, ethical guidelines, and laws to cross-cultural, ethical, and legal issues in the workplace.

IPSY 6214TL- Consulting for Organizational Development and Change [Tempo Learning®-Specific Course] (5 credits)

- 00001 Foundations of Consulting for Organizational Development and Change: Theories and Models

Evaluate behavioral science theories and models of organizational development and consultation to issues faced by organizations.

- 00002 Methods for Improving Performance

Evaluate methods for improving individual, group, practitioner, and organizational performance through consulting, coaching, ongoing learning, and change management within an organizational setting.

- 00003 Consultation Practices and Intervention Planning

Evaluate consultation practices that apply to contracting, planning, assessment, intervention, and evaluation within different levels of an organization.

- 00004 Strategies and Applications for Addressing Organizational Development and Change Challenges

Recommend strategies and methods using the phases of consultation to address organizational change challenges.

- 00005 Organizational Development Future Trends and Professional Development

Analyze strategies for professional development based on personal skills, preferences, and career objectives.

IPSY 6480 - Psychology of Organizational Behavior (5 credits)

- OB001 Defining Organizational Behavior and Its Importance to the World of Work Apply individual differences, group and team dynamics, and organizational change and

development theories to organizational settings and explain the benefits to organizations.

- OB002 Leadership, Power, and Structural Dynamics of Organizational Behavior

Evaluate impacts of globalization, organizational culture, leadership and power, diversity, and structural dynamics on employees and organizations.

- OB003 Employee Behavior, Motivation, Personality, and Perceptions

Analyze ethical methods for assessing employee behavior, values, attitudes, moods, emotions, motivation, job satisfaction, and personalities in organizations.

- OB004 Strategies for Addressing Organizational Behavior Challenges

Develop a method and/or process to address organizational behavior challenges related to resistance, conflict, competition, and change in organizations.

- OB005 Organizational Behavior Professional Development and Social Change

Apply organizational behavior skills and knowledge to professional development of industrial and organizational psychology practitioners.

Research Competencies (10 credits)

RSCH 6110 - Research Theory, Design, and Methods (5 credits)

- RT001 Philosophy of Science, Theory, and Social Change

Analyze the roles of philosophy, theory, and social change in research.

- RT002 Quantitative Research

Assess quantitative research studies for quality and for alignment among critical research components.

- RT003 Qualitative Research

Assess qualitative research studies for quality and for alignment among critical research components.

- RT004 Mixed Methods Research

Assess mixed methods research (**MMR**) studies for quality and for alignment among critical research components.

RSCH 6210 - Quantitative Reasoning and Analysis (5 credits)

- QR001 Preliminary Statistics Analyze data distributions.

- QR002 Statistics to Compare Groups

Synthesize quantitative data in comparing groups using SPSS software.

- QR003 Statistics to Examine Relationships Among Variables

Synthesize quantitative data to examine variable relationships using SPSS software.

Specialization Competencies (15 credits)

These courses are dependent upon the particular specialization. Please see the course list on each specialization page.

+ Specialization in General Practice

The General Practice specialization prepares students to enter the field as 1/0 practitioners. While core courses provide a foundation in 1/0 principles and best practices, specialization courses examine 1/0 testing and measurement methods; leadership and change processes; and human resource activities, such as employee recruitment and training, job analysis and design, and performance management and appraisal.

Specialization Competencies (15 credits)

IPSY 6706TL - Ethics, Values, and Legal Issues in 1/0 Psychology [Tempo Learning@-Specific Course] (5 credits)

- L1001 APA Ethical Principles of Psychologists and Code of Conduct

Apply APA Psychologists' Ethical Principles and Code of Conduct to professional situations in 1/0 psychology.

- L1002 Ethical and Legal Decision-Making Process in 1/0 Psychology

Apply ethical and legal decision-making strategies to global, organizational, academic, and applied research settings.

- L1003 Ethical and Legal Implications of Technology and Social Media Use

Analyze ethical and legal implications of using technology and social media in the practice of 1/0 psychology.

- L1004 Ethical and Legal Implications of Corporate Social Responsibility

Evaluate the ethics and legal impact of corporate social responsibility on positive social change.

IPSY 6754TL- Personnel Psychology in the Workplace [Tempo Learning®-Specific Course] (5 credits)

- WO001 Foundations of Personnel Psychology

Evaluate the effective use of key 1/0 psychological principles to human resources functions, including selection, placement, training, performance appraisal, career development, and talent management.

- WO002 Job Analysis

Conduct appropriate analysis to support development of valid and reliable selection criteria, training requirements, and performance elements through job analysis, needs analysis, and task analysis.

- WO003 Human Resource Mechanisms

Design performance appraisal processes, training programs, selection procedures, and talent management programs.

- WO004 Legal and Ethical Issues in Personnel Psychology

Evaluate the relevance of ethical standards, federal laws, and state requirements to selection, placement, training, and performance appraisal, including Title VII, ADA, and ADEA.

IPSY 6755TL - Leadership and Leader Development [Tempo Learning®-Specific Course] (5 credits)

- LL001 Leader Development: Leadership Characteristics, Styles, and Theories

Create a leader development plan that addresses and incorporates leadership characteristics, styles, and theories.

- LL002 Leadership Practices for Inspiring Individuals, Teams, and Organizations

Apply leadership concepts, theories, and strategies to individuals and teams within the context of organizational change.

- LL003 Leadership Coaching: Opportunities and Challenges

Create a coaching plan to improve leader competencies related to leading a diverse workforce, effecting positive social change, and overcoming leadership dysfunctions.

- LL004 Future of Leadership

Analyze the influence of current leadership trends on the practice of leadership and leader development in the future.

Capstone Competencies (5 credits)

IPSY 6393 - Capstone (5 credits)

- IU001 Research Strategies

Analyze the research strategies that address contemporary issues or problems based on applied research in the field of psychology.

- IU002 Issues or Problems in Psychology

Apply psychology to contemporary issues or problems in either the workplace, community, or world.

- IU003 Literature Reviews

Synthesize literature related to the field of psychology that is focused on contemporary issues or problems in the workplace, community, or world.

MS in Information Technology (Quarter)

For students beginning their program November 28, 2022 or later.

Offering a choice of five specializations, Walden's MS in Information Technology program provides students with the advanced skills required for senior IT specialist and management positions. In core courses, students develop essential networking, programming, and database management skills.

Students then choose advanced training in one of five high-demand specializations: Big Data Analytics, Health Informatics, Information Assurance and Cyber Security, Information Systems, or Software Engineering. After completing the four core courses, students are eligible to receive the Graduate Certificate in Information Systems at no additional cost. Upon completion of the full program, students are prepared to create, maintain, and secure information systems in a variety of settings.

Learning Outcomes

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

1. Apply core information technology principles and practices.
2. Apply best software engineering principles and practices to develop and maintain stable, secure, scalable, maintainable software.
3. Work in geographically dispersed teams to produce effective solutions to complex information technology problems.
4. Recommend appropriate information technology solutions based on organizational needs and an evaluation of alternatives.
5. Identify and discuss professional, individual, organizational, societal, and regulatory implications of information systems and technology.
6. Select technologies, policies, and procedures to assure the confidentiality, integrity, and availability of information and IT systems.

Curriculum

Core Courses (20 credits)

MITC 6111 - Information Technology in the Organization* (5 credits)

- Students may take this as a non-degree course.

MITC 6115 - Computer Networking and Operating Systems* (5 credits)

- Students may take this as a non-degree course.

MITC 6030 - Principles of Programming* (5 credits)

- Students may take this as a non-degree course.

MITC 6145 - Enterprise Database Design (5 credits)

Specialization Courses (25 credits)

These courses are dependent upon the particular specialization. Please see the course list on each specialization page.

+ Specialization in Health Informatics

This specialization prepares students to apply information systems and technology solutions to improve the efficiency and effectiveness of healthcare. In addition to coursework in information systems management, students explore the emergence of new technologies in healthcare; diverse terminology, ontology, acronyms, coding, and classification systems used in health information technology; and health data standards.

Specialization Courses (25 credits)

MITC 6712 - Business Architecture and Process* (5 credits)

- Students may take this as a non-degree course.

MITC 6721 - Organizational and Social Dimensions of Information Systems* (5 credits)

- Students may take this as a non-degree course.

MITC 6600 - Foundations of Health Informatics* (5 credits)

- Students may take this as a non-degree course.

MITC 6631 - Information System Management (5 credits) MITC 6645 - Representation of Health Information* (5 credits)

- Students may take this as a non-degree course.

Course Sequence

Quarter	Course	Credits
1	MITC 6111 - Information Technology in the Organization	5 credits
	MITC 6115 - Computer Networking and Operating Systems	5 credits
3	MITC 6030 - Principles of Programming	5 credits
	MITC 6145 - Enterprise Database Design	5 credits
	MITC 6712 - Business Architecture and Process	5 credits
Quarter	MITC 6721 - Organizational and Social Dimensions of Information Systems	5 credits
	MITC 6600 - Foundations of Health Informatics	5 credits
Quarter	MITC 6631 - Information System Management	5 credits
	MITC 6645 - Representation of Health Information	5 credits

+ Specialization in Information Systems

The Information Systems specialization prepares students to integrate the information technology solutions and business processes required to help businesses and organizations thrive. Through their coursework, students cover developing and managing web-based applications, object-oriented approaches to defining systems requirements, creation of web-based and cloud-based applications and services, and best practices in information assurance and security.

Specialization Courses (25 credits)

MITC 6020 - Core Web Technologies* (5 credits)

- Students may take this as a non-degree course.

MITC 6040 - Systems Analysis and Design* (5 credits)

- Students may take this as a non-degree course.

MITC 6150 - Principles of Software Engineering (5 credits) MITC 6160 - Enterprise Systems Architecture (5 credits)

MITC 6721 - Organizational and Social Dimensions of Information Systems* (5 credits)

- Students may take this as a non-degree course.

Course Sequence

Quarter	Course	Credits
1	MITC 6111 - Information Technology in the Organization	5 credits
	MITC 6115 - Computer Networking and Operating Systems	5 credits
3	MITC 6030 - Principles of Programming	5 credits
	MITC 6145 - Enterprise Database Design	5 credits
	MITC 6020 - Core Web Technologies	5 credits
	MITC 6040 - Systems Analysis and Design	5 credits
	MITC 6150 - Principles of Software Engineering	5 credits
	MITC 6160 - Enterprise Systems Architecture	5 credits
	MITC 6721 - Organizational and Social Dimensions of Information Systems	5 er

+ Specialization in Software Engineering

This specialization prepares students to develop complex software products on time and budget at high levels of quality. Students will learn to develop technology solutions to meet complex organizational needs; apply sound requirements engineering and proven software engineering design principles; understand the relationship between process quality and product quality; and measure the quality, costs, and effectiveness of alternative software designs.

Specialization Courses (25 credits)

MITC 6150 - Principles of Software Engineering (5 credits)

MITC 6650 - Software Systems Engineering and Requirements Management (5 credits) MITC 6660 - Software Design and Construction (5 credits)

MITC 6670 - Software Quality and Testing (5 credits)

MITC 6680 - Software Engineering Management and Processes (5 credits)

Course Sequence

The recommended course sequence is as follows:

Quarter	Course	Credits
Quarter	MITC 6111 - Information Technology in the Organization	5 credits
Quarter	MITC 6115 - Computer Networking and Operating Systems	5 credits
	MITC 6030 - Principles of Programming	5 credits
Quarter	MITC 6145 - Enterprise Database Design	5 credits
	MITC 6150 - Principles of Software Engineering	5 credits
Quarter	MITC 6650 - Software Systems Engineering and Requirements Management	5 credits
	MITC 6660 - Software Design and Construction	5 credits
Quarter	MITC 6670 - Software Quality and Testing	5 credits
	MITC 6680 - Software Engineering Management and Processes	5 credits

Course Sequence

Quarter	Course	Credits
Quarter 1	MITC 6111 - Information Technology in the Organization	5 credits
Quarter 2	MITC 6115 - Computer Networking and Operating System	5 credits
	MITC 6030 - Principles of Programming	5 credits
Quarter 3	MITC 6145 - Enterprise Database Design	5 credits
	Specialization Course 1	5 credits
Quarter 4	Specialization Course 2	5 credits
	Specialization Course 3	5 credits
Quarter 5	Specialization Course 4	5 credits
	Specialization Course 5	5 credits

MS in Leadership (Quarter)

For students beginning their program November 28, 2022 or later.

The MS in Leadership program is designed to help leaders build the necessary knowledge base and skills to meet the ever-evolving challenges of a complex world. The content and activities encompassed in the leadership degree program help prepare leaders to seek and find innovative answers to novel problems and challenges; deploy effective strategies to facilitate change and manage conflict; and inspire individuals to work together toward a shared vision for a better future. Moreover, this program helps prepare students to create positive change through effective leadership.

Note on Accreditation

At the master's level, Walden University's Master of Business Administration (MBA), MS in Accounting, and MS in Finance are the only programs accredited by the Accreditation Council for Business Schools and Programs (ACBSP). The MS in Leadership program is not accredited by the ACBSP. Please visit our Accreditation page to see the list of Walden accreditations.

Learning Outcomes

At the end of the program, students will be prepared to:

1. Apply leadership principles utilized to foster positive transformation of individuals and organizations.
2. Effectively utilize communication strategies appropriate to intended audience.
3. Assess relationship-building strategies used by leaders.
4. Evaluate holistic problem-solving strategies that leaders use in complex environments.
5. Utilize effective self-reflections skills to continue a lifelong evaluation of personal leadership values, strengths, and goals.
6. Appraise techniques leaders use to facilitate effective collaboration necessary to lead others towards a common goal.
7. Evaluate appropriate social change leadership strategies.

Degree Requirements

- Core courses (40 credits)
- Capstone course (5 credits)

Curriculum

Core Courses (40 credits)

MLDR 6000 - Dynamic Leadership* (5 credits)

- Students may take this as a non-degree course.

MLDR 6105 - Finding Your Inner Leader* (5 credits)

- Students may take this as a non-degree course.

MLDR 6115 - Communication for Leaders and Managers* (5 credits)

- Students may take this as a non-degree course.

MLDR 6010 - Managing People and Promoting* (5 credits)

- Students may take this as a non-degree course.

MLDR 6660 - Personal Leadership: Mentoring and Coaching* (5 credits)

- Students may take this as a non-degree course.

MLDR 6175 - Managing, Mediating, and Resolving Conflict* (5 credits)

- Students may take this as a non-degree course.

MLDR 6110 - Building Organizational Culture: Leaders as Architects* (5 credits)

- Students may take this as a non-degree course.

MLDR 6125 - Initiating and Managing Change* (5 credits)

- Students may take this as a non-degree course.

Capstone Course (5 credits)

MLDR 6905 - Capstone: A Case for Leaders as Change Agents (5 credits)

Course Sequence

Quarter	Course	Credits
Quarter 1	MLDR 6000 - Dynamic Leadership	5 credits

Quarter 2	MLDR 6105 - Finding Your Inner Leader	5 credits
	MLDR 6115 - Communication for Leaders and Managers	5 credits
Quarter 3	MLDR 6010 - Managing People and Promoting	5 credits
	MLDR 6660 - Personal Leadership: Mentoring and Coaching	5 credits
Quarter 4	MLDR 6175 - Managing, Mediating, and Resolving Conflict	5 credits
	MLDR 6110 - Building Organizational Culture: Leaders as Architects	5 credits
Quarter 5	MLDR 6125 - Initiating and Managing Change	5 credits
	MLDR 6905 - Capstone: A Case for Leaders as Change Agents	5 credits

Executive Master of Business Administration (EMBA)

This program is not currently accepting new students. Current students must complete their programs of study in accordance with Walden's Time-to-Degree

Completion policies.

Students in Walden's Executive Master of Business Administration (EMBA) program learn how to become effective business leaders in today's global marketplace. The curriculum combines application-based coursework with real-world learning to prepare students with the skills they need to make executive-level decisions. Students study topics such as economic theory, stakeholder analysis, innovative marketing, and managing a global workforce. Courses feature online interviews and presentations with innovators and leaders in today's business, economic, and technology industries, offering students a diverse range of perspectives. By attending a U.S.-based residency with their cohort, students hone their leadership and team-building skills. An international residency provides them with a new understanding of cultures and global business practices.

Note: Students may only enroll in the EMBA program as part of Business to Business partnerships.

Accreditation

Walden University's Executive Master of Business Administration (EMBA) program is accredited by the International Council for Business Schools and Programs (ACBSP). ACBSP is a leading specialized accreditation association that certifies and supports excellence in business education.



Learning Outcomes

Students in the EMBA program will be able to:

1. Develop appropriate solutions to address problems that are common in a business environment.
2. Demonstrate professional communication skills necessary for the business environment.
3. Demonstrate the ability to make decisions that are ethical and socially responsible within a global business context.
4. Effectively collaborate with others from diverse perspectives in a business environment.
5. Use systems thinking in the evaluation of business operations, decisions, and processes.

6. Apply skills that are necessary to improve an organization's competitive position in a complex global marketplace.
7. Create a vision for positive change in one's self, organization, or broader community.
8. Evaluate how businesses operate in the U.S. and abroad.

Degree Requirements

- 30 total semester credits
- Core courses (27 semester credits)
- Capstone (3 semester credits)
- Two residencies (one U.S. residency and one international residency)

Curriculum

Core Courses (27 credits)

EMBA 6010 - Leading in a Dynamic Era (3 semester credits) EMBA 6020 - Economic Decision Making (3 semester credits)

EMBA 6030 - Creativity, Innovation, and Foresight (3 semester credits) EMBA 6040 -Accounting Measurement for Leaders (3 semester credits)

EMBA 6050 - Managing People and Teams in Globally Diverse Organizations (3 semester credits) EMBA 6060 - Money and the Firm (3 semester credits)

EMBA 6070 - Leveraging Systems and Operations for Performance (3 semester credits)

EMBA 6080 - Competing in the Global Marketplace (3 semester credits)

EMBA 6090 - Establishing and Cultivating Customer Markets (3 semester credits)

Capstone Course (3 credits)

EMBA 6100 - Capstone: Business Strategy for Sustainable Competitive Advantage (3 semester credits)

Course Sequence

The recommended course sequence is as follows:

Semester	Course	Credits
Semester 1	EMBA 6010 - Leading in a Dynamic Era	3 semester credits
	EMBA 6020 - Economic Decision Making	3 semester credits
Semester 2	EMBA 6030 - Creativity, Innovation, and Foresight	3 semester credits
	EMBA 6040 - Accounting Measurement for Leaders	3 semester credits
Semester 3	EMBA 6050 - Managing People and Teams in Globally Diverse Organizations	3 semester credits
	EMBA 6060 - Money and the Firm	3 semester credits
Semester	EMBA 6070 - Leveraging Systems and Operations for Performance	3 semester credits

ster			semester	s
4	EMBA 6080 - Competing in the Global Marketplace		3	credi
			semester	s
Seme	EMBA 6090 - Establishing and Cultivating Customer Markets		3	credi
ster 5			semester	s
	EMBA 6100 - Capstone: Business Strategy for Sustainable		3	credi
	Competitive		semester	s
	Advantage			

Master of Information Systems Management (MISM)

This program is not currently accepting new students. Current students must complete their programs of study in accordance with Walden's Time-to-Degree Completion policies.

The Master of Information Systems Management program integrates management and technical training to prepare students for IT-related senior management positions. After developing basic networking, programming, and database management skills in core courses, students learn to manage IT projects and teams across multiple organizations, develop business strategies that provide a competitive advantage, and secure information systems and assets. After completing the four core courses, students are eligible to receive the Graduate Certificate in Information Systems at no additional cost. Upon completion of the full program, students are prepared to design and lead the information systems, resources, and personnel that are critical to organizations' effectiveness and success.

Learning Outcomes

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

1. Design appropriate software system structures in response to application needs, organizational environment, and technical ecology.
2. Make appropriate design choices based on system, service, and business process needs.
3. Analyze social, legal, ethical, and professional issues in business and technical decision making.
4. Employ best communication practices with business partners, users, customers, and third-party providers.
5. Use sound evaluation practices to select appropriately among competing technologies and technical approaches.
6. Manage business processes through analysis, design, and optimization in response to organizational needs.

Degree Requirements

- 30 total semester credits

Curriculum

NSEI 6030 - Principles of Programming* (3 semester credits)

- Students may take this as a non-degree course.

NSEI 6113 - Information Technology in the Organization (3 semester credits) NSEI 6115 - Computer Networking and

Operating Systems* (3 semester credits)

- Students may take this as a non-degree course.

NSEI 6145 - Enterprise Database Design (3 semester credits)

NSEI 6511 - Information Systems Project Management* (3 semester credits)

- Students may take this as a non-degree course.

NSEI 6561 - Service and Sourcing Management* (3 semester credits)

- Students may take this as a non-degree course.

NSEI 6712 - Business Architecture and Process* (3 semester credits)

- Students may take this as a non-degree course.

NSEI 6713 - Business Strategy for Competitive Advantage* (3 semester credits)

- Students may take this as a non-degree course.

NSEI 6721 - Organizational and Social Dimensions of Information Systems* (3 semester credits)

- Students may take this as a non-degree course.

NSEI 6781 - Information Security Governance* (3 semester credits)

- Students may take this as a non-degree course.

Course Sequence

The recommended course sequence is as follows:

Semester	Semester	Course	Credits
1	Semester	NSEI 6113 - Information Technology in the Organization	3 semester credits
		NSEI 6115 - Computer Networking and Operating Systems	3 semester credits
2	Semester	NSEI 6030 - Principles of Programming	3 semester credits
		NSEI 6145 - Enterprise Database Design	3 semester credits
3	Semester	NSEI 6712 - Business Architecture and Process	3 semester credits
		NSEI 6721 - Organizational and Social Dimensions of Information Systems	3 semester credits
4	Semester	NSEI 6713 - Business Strategy for Competitive Advantage	3 semester credits
		NSEI 6511 - Information Systems Project Management	3 semester credits
5	Semester	NSEI 6781 - Information Security Governance	3 semester credits
		NSEI 6561 - Service and Sourcing Management	3 semester credits

MS in Accounting

This program is not currently accepting new students. Current students must complete their programs of study in accordance with Walden's Time-to-Degree Completion policies.

The MS in Accounting program is focused on advanced accounting principles as well as current topic analyses that form a basis for improved decision-making and analytical capability. This program is geared toward accounting professionals who desire to refine and increase their knowledge in accounting topics. These individuals may be working as public accountants, in private practice, in government, or in nonprofit organizations. The core courses in the MS in Accounting program focus on developing skills in accounting research and communication, legal and ethical analysis, and managerial accounting with a focus on organization-wide performance. This degree program also has content aligned with professional certifications such as CPA, CIA, CFE, CFA, and CMA.

The MS in Accounting program is results-oriented and extends beyond theories and conceptual understanding to practical application. Advanced learning outcomes are achieved through a live research and case study methodology that will provide learners with the skills necessary to thrive in a rapidly changing profession.

Accreditation

The MS in Accounting program is accredited by ACBSP and has earned the organization's Specialized Accounting Accredited designation. ACBSP is a leading specialized accreditation association that identifies and supports excellence in business education.



Most states require individuals to complete 150 semester (225 quarter) hours in certain subject areas in order to be eligible to sit for the Certified Public Accountant (CPA) exam and/or obtain a CPA license. Walden's accounting programs can help graduates progress toward meeting those requirements. The BS in Accounting offers 120 quarter (80 semester) credit hours that include upper-level courses in topics such as financial accounting, auditing, taxation, and management accounting. The MS in Accounting offers 30 semester (45 quarter) credit hours, while the MBA Accounting specialization offers nine semester (13.5 quarter) credit hours. These programs include graduate courses in topics such as financial accounting, managerial accounting, and legal and ethical accounting practices. This will require students to complete additional coursework to meet state requirements.

In each state, there are specific policies that must be followed when an individual is seeking to become a licensed accountant. Some states will not allow individuals who complete the Walden accounting programs to sit for the CPA licensing exams due to state-specific issues such as professional accreditation or face-to-face instruction. For information on the educational requirements for your state, refer to the state's Board of Accountancy or related agency.

Walden enrollment specialists can provide guidance about accountant licensure; however, it remains the responsibility of the individual enrolling in the program to read, understand, and comply with the licensure requirements in the state where he or she resides. Additionally, prospective students are advised if they choose to relocate to carefully review, evaluate, and understand the requirements of the applicable licensure board in the state in which they intend to relocate.

Walden University can make no representation, warranty, guarantee, or commitment that successful completion of a Walden program, or coursework for credit within a program, will make a graduate eligible to sit for a licensure exam or to obtain state licensure.

Learning Outcomes

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

1. Assess the impact of managerial decisions in organizational contexts using research techniques and results.
2. Communicate effectively about accounting and business practices, demonstrating knowledge of and respect for a variety of audiences.
3. Effectively employ quantitative and analytical skills essential in the accounting profession.
4. Construct alternative solutions to unique accounting situations and challenges.
5. Evaluate accounting and business practices from ethical, legal, and regulatory perspectives, considering diverse stakeholders and competing interests.
6. Appraise the mission-critical role the accounting professional has as an active partner in supporting the goals and needs of the organization.
7. Evaluate opportunities accounting professionals have to promote sustainable, socially aware organizations.

Degree Requirements

- 30 total semester credits
- Core courses (15 semester credits)
- Specialization courses (15 semester credits)

Curriculum

Core Courses (15 semester credits)

ACCT 4990 - Business Essentials (0 semester credits)

ACCT 6000 - Decision-Making Tools for Today's Financial Professional* (3 semester credits)

- Students may take this as a non-degree course.

ACCT 6010 - Analysis and Communication for the Financial Professional (3 semester credits) ACCT 6020 - Legal and

Ethical Issues in Accounting and Finance* (3 semester credits)

- Students may take this as a non-degree course.

ACCT 6130 - Managerial Accounting for Organizational Performance* (3 semester credits)

- Students may take this as a non-degree course.

ACCT 6140 - Current Trends in Accounting Standards* (3 semester credits)

- Students may take this as a non-degree course.

Specialization Courses (15 semester credits)

These courses are dependent upon the particular specialization. Please see the course list on each specialization page.

✦ Specialization in Accounting for the Professional

In Accounting for the Professional, students will build on skills and knowledge gained as a result of the MS in Accounting general program with a focus on the challenges of today's accountant as a practitioner. The courses are designed for individuals with some background in accounting. Students will explore best practices in managing business risk and understand how regulatory compliance impacts an organization's accounting requirements. The student will also develop knowledge in promulgated international accounting standards, and techniques in forensic and auditing issues prevalent in organizations. As a result of their studies, students will realize their potential to inspire others and influence the future of their organizations.

Specialization Courses (15 semester credits)

ACCT 6600 - Managing Operational and Financial Business Risks* (3 semester credits)

- Students may take this as a non-degree course.

ACCT 6610 - Managing Regulatory Compliance* (3 semester credits)

- Students may take this as a non-degree course.

ACCT 6620 -Accounting Theory and Application* (3 semester credits)

- Students may take this as a non-degree course.

ACCT 6650 - Forensic and Advanced Auditing Topics* (3 semester credits)

- Students may take this as a non-degree course.

ACCT 6660 - International Perspectives in Accounting* (3 semester credits)

- Students may take this as a non-degree course.

Course Sequence

The recommended course sequence is as follows:

Semester	Course	Credits
Semester 1	ACCT 4990 - Business Essentials	3 semester credits
	ACCT 6000 - Decision-Making Tools for Today's Financial Professional	3 semester credits
	ACCT 6010 - Analysis and Communication for the Financial Professional	3 semester credits
Semester 2	ACCT 6020 - Legal and Ethical Issues in Accounting and Finance	3 semester credits
	ACCT 6130 - Managerial Accounting for Organizational Performance	3 semester credits
Semester 3	ACCT 6140 - Current Trends in Accounting Standards	3 semester credits
	ACCT 6600 - Managing Operational and Financial Business Risks	3 semester credits
Semester 4	ACCT 6610 - Managing Regulatory Compliance	3 semester credits
	ACCT 6620 - Accounting Theory and Application	3 semester credits
Semester 5	ACCT 6650 - Forensic and Advanced Auditing Topics	3 semester credits
	ACCT 6660 - International Perspectives in Accounting	3 semester credits

+ Specialization in Accounting With CPA Emphasis

In Accounting With CPA Emphasis, students will build on skills and knowledge gained as a result of the MS in Accounting general program with a focus on the challenges typical of today's CPA professional. The courses are designed to prepare the student for the CPA exam and profession. Students will explore best practices in managing business risk; come to understand how regulatory compliance impacts an organization's accounting requirements; and increase knowledge regarding the application of accounting practices and tax strategies in a dynamic business environment.

Students will also gain knowledge about solving prior CPA exam problems.

Specialization Courses (15 semester credits)

ACCT 6600 - Managing Operational and Financial Business Risks* (3 semester credits)

- Students may take this as a non-degree course.

ACCT 6610 - Managing Regulatory Compliance* (3 semester credits)

- Students may take this as a non-degree course.

ACCT 6620 - Accounting Theory and Application* (3 semester credits)

- Students may take this as a non-degree course.

ACCT 6630 - Tax Analysis and Decision Making* (3 semester credits)

- Students may take this as a non-degree course.

ACCT 6640 - Solving CPA Problems* (3 semester credits)

- Students may take this as a non-degree course.

Course Sequence

The recommended course sequence is as follows:

Semester	Semester	Course	Credits
1	Semester	ACCT 4990 - Business Essentials	0 semester credits
		ACCT 6000 - Decision-Making Tools for Today's Financial Professional	3 semester credits
		ACCT 6010 - Analysis and Communication for the Financial Professional	3 semester credits
2	Semester	ACCT 6020 - Legal and Ethical Issues in Accounting and Finance	3 semester credits
		ACCT 6130 - Managerial Accounting for Organizational Performance	3 semester credits
3	Semester	ACCT 6140 - Current Trends in Accounting Standards	3 semester credits
		ACCT 6600 - Managing Operational and Financial Business Risks	3 semester credits
4	Semester	ACCT 6610 - Managing Regulatory Compliance	3 semester credits
		ACCT 6620 - Accounting Theory and Application	3 semester credits
5	Semester	ACCT 6630 - Tax Analysis and Decision Making	3 semester credits
		ACCT 6640 - Solving CPA Problems	3 semester credits

+ Specialization in Self-Designed

In the Self-Designed specialization, students will build on skills and knowledge gained as a result of the MS in Accounting general program. The focus will be on developing the professional accountant to allow them to participate in a number of industries and self-design technical accounting areas that may not be readily accessible otherwise. These areas include accounting courses in nonprofits and government, international business, or further studies in forensic and auditing applications. Students will have the ability to select specific courses to increase their knowledge base to help them realize their potential to inspire others and influence the future of their organizations.

Specialization Courses (15 semester credits)

Student will choose **a total of five** courses from the lists below:

Accounting Courses

Student may select up to five courses from this group:

ACCT 6600 - Managing Operational and Financial Business Risks* (3 semester credits)

- Students may take this as a non-degree course.

ACCT 6610 - Managing Regulatory Compliance* (3 semester credits)

- Students may take this as a non-degree course.

ACCT 6620 -Accounting Theory and Application* (3 semester credits)

- Students may take this as a non-degree course.

ACCT 6630 - Tax Analysis and Decision Making* (3 semester credits)

- Students may take this as a non-degree course.

ACCT 6640 - Solving CPA Problems* (3 semester credits)

- Students may take this as a non-degree course.

ACCT 6650 - Forensic and Advanced Auditing Topics* (3 semester credits)

- Students may take this as a non-degree course.

ACCT 6660 - International Perspectives in Accounting* (3 semester credits)

- Students may take this as a non-degree course.

ACCT 6670 - Not-for-Profit and Government Accounting* (3 semester credits) ACCT 6781 - Information Security Governance* (3 semester credits)

- Students may take this as a non-degree course.

Management and Leadership Courses

Student may select up to two courses from this group:

ACCT 6675 - Critical Thinking for Effective Management* (3 semester credits)

- Students may take this as a non-degree course.

ACCT 6691 - Practices in Project Management* (3 semester credits)

- Students may take this as a non-degree course.

ACCT 6665 - Initiating and Managing Change* (3 semester credits)

- Students may take this as a non-degree course.

Course Sequence

The recommended course sequence is as follows:

	Seme	Course	Credits
ster			
ter 1	Seme	ACCT 4990 - Business Essentials	0 semester
		ACCT 6000 - Decision-Making Tools for Today's Financial	credits
		Professional ACCT 6010 -Analysis and Communication for the Financial	3 semester
		Professional	credits
			3 semester
			credits
ter 2	Semes	ACCT 6020 - Legal and Ethical Issues in Accounting and Finance	3 semester
		ACCT 6130 - Managerial Accounting for Organizational	credits
		Performance	3 semester
			credits
ter 3	Semes	ACCT 6140 - Current Trends in Accounting Standards	3 semester
		Specialization Course 1	credits

			3 semester credits
Semester 4	Semester	Specialization Course 2	3 semester credits
		Specialization Course 3	3 semester credits
Semester 5	Semester	Specialization Course 4	3 semester credits
		Specialization Course 5	3 semester credits

MS in Communication

Through a curriculum aligned with the latest communication practices and theories, the MS in Communication program prepares students for challenging careers in marketing, public relations, social media, and advertising. Students learn on how to create engaging messages for local, national, and global audiences. Students also explore how to strategize, execute, and measure integrated communication plans using both traditional and digital channels.

Note on Accreditation

At the master's level, Walden University's Master of Business Administration in Finance are the only programs accredited by the Accreditation Council for Business Schools and Programs (ACBSP). The MS in Communication is not accredited by the ACBSP. Please visit our Accreditation page to see the list of Walden accreditations.



Learning Outcomes

Graduates of the MS in Communication program will be prepared to:

1. Critically analyze media from producer and consumer perspectives.
2. Apply communication theories and principles effectively.
3. Use appropriate traditional and digital media to attain desired results.
4. Demonstrate an understanding of how the regulatory environment impacts the communication field.
5. Evaluate communication plans and activities.
6. Implement communication plans and activities that will result in achievement of organizational goals.
7. Practice ethically in the field of communication.
8. Communicate professionally with stakeholders.
9. Use the creative process to solve organizational issues.

Degree Requirements

- 30 total credits
- Core Courses (24 semester credits)
- Elective Course (3 semester credits)
- Capstone Course (3 semester credits)

Curriculum

Core Courses (24 semester credits)

COMM 6100 - Communication Theory in Practice: Here and Now* (3 semester credits)

- Students may take this as a non-degree course.

COMM 6110 - Media Effects: Mass Media in Modern Society* (3 semester credits)

- Students may take this as a non-degree course.

COMM 6130 - Communicating Using Social and Digital Media* (3 semester credits)

- Students may take this as a non-degree course.

COMM 6150 - Interpersonal Communication* (3 semester credits)

- Students may take this as a non-degree course.

COMM 6160 - Creative Strategy and Execution: From Brief to Presentation* (3 semester credits)

- Students may take this as a non-degree course.

COMM 6170 - Public Relations Concepts and Strategy* (3 semester credits)

- Students may take this as a non-degree course.

COMM 6190 - Marketing Communications, Storytelling, and Persuasion (3 semester credits) COMM 6180 - Crisis

Communication* (3 semester credits)

- Students may take this as a non-degree course.

Elective Course (3 semester credits)

Students select one course from the list of electives.

COMM 6501 - Brand and Product Management (3 semester credits) COMM 6502 - Practices in Project Management (3 semester credits)

COMM 6503 - Stakeholder Management and Organizational Behavior (3 semester credits) COMM 6504 - Managing People and Promoting Collaboration (3 semester credits)

COMM 6505 - Fostering a Culture of Innovation* (3 semester credits)

- Students may take this as a non-degree course.

COMM 6506 - Personal Leadership: Mentoring and Coaching (3 semester credits)

COMM 6507 - Analysis and Communication for the Financial Professional (3 semester credits)

Capstone Course (3 semester credits)

COMM 6900 - Communication Capstone (3 semester credits)

Course Sequence

The recommended course sequence is as follows:

Semester	Semester	Course	Credits
1	C	6100 - Communication Theory in Practice: Here and Now	3 semester credits
	OMM	6110 - Media Effects: Mass Media in Modern Society	3 semester credits
	C	6130 - Communicating Using Social and Digital Media	3 semester credits

ter 2	OMM			semester	dits
	C	6150 - Interpersonal Communication		3	cr
	OMM			semester	dits
Semes	COMM 6160 - Creative Strategy and Execution: From Brief to Presentation			3 semester	credits
ter 3	C	6170 - Public Relations Concepts and Strategy		3	cr
	OMM			semester	dits
Semes	C	6190 - Marketing Communications, Storytelling, and Persuasion		3	cr
ter 4	OMM			semester	dits
	C	6180 - Crisis Communication		3	cr
	OMM			semester	dits
Semes	E	Course		3	cr
ter 5	ective			semester	dits
	C	6900 - Communication Capstone		3	cr
	OMM			semester	dits

MS in Cybersecurity (Semester)

For students beginning their program prior to November 28, 2022.

The MS in Cybersecurity program equips students with the real-world training to monitor, detect, and manage today's dangerous digital threats. Through courses developed in collaboration with IBM, students focus on:

- The latest cybersecurity technology and the practical application of this technology in the context of business information and real-world problems.
- Mastering specialized business, compliance, and management principles along with the technical skills needed to compete for desirable cybersecurity jobs.
- Hands-on learning through realistic threat simulations. Students learn by doing and build practical skills that are immediately applicable in the workplace.

Students also explore groundbreaking advances in cyber forensics, cybercrime prevention, and secure coding as they build the confidence to lead critical cybersecurity initiatives and cross-functional teams.

Learning Outcomes

Upon completion of the MS in Cybersecurity, students will be able to:

1. Evaluate emerging technical developments that apply to cybersecurity.
2. Evaluate the role of cybersecurity elements within the context of the modern workplace.
3. Examine cryptography elements for practical application in both commercial and non-commercial settings.
4. Critique cybersecurity strategies that can be deployed to prevent cybercrime.
5. Examine computer forensics elements for their practical usage in both commercial and non-commercial organizations.
6. Evaluate management processes that can be deployed to prevent or limit potential cyber-attacks in the workplace.

Degree Requirements

- 30 total semester credits

Curriculum

CSEC 6005 - The Global Technology Environment (3 semester credits) CSEC 6215 - Security Risk Management (3 semester credits)

CSEC 6175 - Software Testing and Quality Assurance (3 semester credits) CSEC 6190 - Foundations of Intelligent Systems (3 semester credits) CSEC 6210 - Cloud Computing (3 semester credits)

CSEC 6270 - Cyber Forensics (3 semester credits)

CSEC 6255 - Cybercrime Prevention and Protection (3 semester credits) CSEC 6635 - Secure Coding (3 semester credits)

CSEC 6670 - Security Engineering and Compliance (3 semester credits) CSEC 6735 - Applied Cryptography (3 semester credits)

Course Sequence

Course Sequence

The recommended course sequence is as follows:

Semester	Course	Credits	
Semester 1	CSEC 6005 - The Global Technology Environment	3 semester	credits
			s
Semester 2	CSEC 6215 - Security Risk Management	3 semester	credits
			s
Semester 2	CSEC 6210 - Cloud Computing	3 semester	credits
			s
Semester 3	CSEC 6175 - Software Testing and Quality Assurance	3 semester	credits
			s
Semester 3	CSEC 6190 - Foundations of Intelligent Systems	3 semester	credits
			s
Semester 4	CSEC 6670 - Security Engineering and Compliance	3 semester	credits
			s
Semester 4	CSEC 6735 - Applied Cryptography	3 semester	credits
			s
Semester 5	CSEC 6270 - Cyber Forensics	3 semester	credits
			s
Semester 5	CSEC 6255 - Cybercrime Prevention and Protection	3 semester	credits
			s
Semester 5	CSEC 6635 - Secure Coding	3 semester	credits
			s

MS in Data Science (Semester)

For students beginning their program prior to November 28, 2022.

The MS in Data Science program empowers students with the specialized skills needed to turn raw information into valuable business insights. Through courses developed in collaboration with IBM, students focus on:

- Using digital data and tools to analyze and ethically solve pressing problems in any organization or industry.
- Learning how to collect, analyze, and visualize data, and communicate insights to diverse stakeholders.
- Building practical, immediately applicable skills through interactive case studies, visualizations, and applications.

Walden's MS in Data Science program is focused on responsible data management practices and the ethical use of data to address business challenges.

Learning Outcomes

Upon completion of the MS in Data Science, students will be able to:

1. Evaluate emerging technical developments that apply to data science.
2. Analyze current technologies that provide practical solutions to data science problems.
3. Evaluate the role of supporting technologies for data science in data driven decision- making.
4. Analyze legal, ethical, professional and social issue elements within the domain of data science.
5. Differentiate how the techniques and tools of big data predictive analytics can be used to add "business value" in data driven decision-making in the modern work place.

Degree Requirements

- 30 total semester credits

Curriculum

DSCI 6005 - The Global Technology Environment (3 semester credits) DSCI 6190 - Foundations of Intelligent Systems (3 semester credits) DSCI 6210 - Cloud Computing (3 semester credits)

DSCI 6240 -Advanced Database Systems (3 semester credits) DSCI 6245 - Big Data (3 semester credits)

DSCI 6265 - Data Mining (3 semester credits)

DSCI 6401 - Statistical Concepts for Big Data (3 semester credits)

DSCI 6655 - Data Warehousing and Business Intelligence (3 semester credits) DSCI 6665 - Predictive Analytics for Decision Making (3 semester credits) DSCI 6685 - Data Visualization (3 semester credits)

Course Sequence

The recommended course sequence is as follows:

Semester	Course	Credits
Semester 1	DSCI 6005 - The Global Technology Environment	3 semester credits
	DSCI 6655 - Data Warehousing and Business Intelligence	3 semester credits
Semester 2	DSCI 6401 - Statistical Concepts for Big Data	3 semester credits
	DSCI 6245 - Big Data	3 semester credits

			s
Semester 3	DSCI 6265 - Data Mining	3 semester	credi
			s
	DSCI 6685 - Data Visualization	3 semester	credi
			s
Semester 4	DSCI 6665 - Predictive Analytics for Decision Making	3 semester	credi
			s
	DSCI 6210 - Cloud Computing	3 semester	credi
			s
Semester 5	DSCI 6240 - Advanced Database Systems	3 semester	credi
			s
	DSCI 6190 - Foundations of Intelligent Systems	3 semester	credi
			s

MS in Information Technology (Semester)

For students beginning their program prior to November 28, 2022.

Offering a choice of five specializations, Walden's MS in Information Technology program provides students with the advanced skills required for senior IT specialist and management positions. In core courses, students develop essential networking, programming, and database management skills.

Students then choose advanced training in one of five high-demand specializations: Big Data Analytics, Health Informatics, Information Assurance and Cyber Security, Information Systems, or Software Engineering. After completing the four core courses, students are eligible to receive the Graduate Certificate in Information Systems at no additional cost. Upon completion of the full program, students are prepared to create, maintain, and secure information systems in a variety of settings.

Learning Outcomes

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

1. Apply core information technology principles and practices.
2. Apply best software engineering principles and practices to develop and maintain stable, secure, scalable, maintainable software.
3. Work in geographically dispersed teams to produce effective solutions to complex information technology problems.
4. Recommend appropriate information technology solutions based on organizational needs and an evaluation of alternatives.
5. Identify and discuss professional, individual, organizational, societal, and regulatory implications of information systems and technology.
6. Select technologies, policies, and procedures to assure the confidentiality, integrity, and availability of information and IT systems.

Degree Requirements

- 30 total semester credits
- Core Courses (12 semester credits)
- Specialization Courses (18 semester credits)

Curriculum

Core Courses (12 semester credits)

ITEC 6111 - Information Technology in the Organization (3 semester credits) ITEC 6115 - Computer Networking and Operating Systems (3 semester credits) ITEC 6030 - Principles of Programming (3 semester credits)

ITEC 6145 - Enterprise Database Design (3 semester credits)

Specialization Courses (18 semester credits)

These courses are dependent upon the particular specialization. Please see the course list on each specialization page.

+ Specialization in Big Data Analytics

In this MSIT specialization, students will develop the knowledge and competence to turn big data into actionable intelligence, an analytical skill that's mission-critical in driving innovation, productivity and operational efficiency. Designed to train professionals in the mining, leveraging, and governing of large datasets, students will extract competitive insight and learn how to solve organizational problems pragmatically. Students will discover the intricate world of data mining, including data auditing, aggregation, validation, and reconciliation, as well as basic modeling techniques, testing, and data visualization.

Specialization Courses (18 semester credits)

ITEC 6655 - Data Warehousing and Business Intelligence (3 semester credits) ITEC 6661 - Business Analytics and Data Mining (3 semester credits)

ITEC 6160 - Enterprise Systems Architecture (3 semester credits) ITEC 6401 - Statistical Concepts for Big Data (3 semester credits) ITEC 6675 - Introduction to Big Data Analytics (3 semester credits) ITEC 6685 - Data Visualization (3 semester credits)

Course Sequence

The recommended course sequence is as follows:

Semester	Course	Credits
Semester 1	ITEC 6111 - Information Technology in the Organization	3 semester credits
	ITEC 6115 - Computer Networking and Operating Systems	3 semester credits
Semester 2	ITEC 6030 - Principles of Programming	3 semester credits
	ITEC 6145 - Enterprise Database Design	3 semester credits
Semester 3	ITEC 6655 - Data Warehousing and Business Intelligence	3 semester credits
	ITEC 6661 - Business Analytics and Data Mining	3 semester credits

Semester 4	ITEC	Enterprise Systems Architecture	3 semester	credits
	6160 -			
	ITEC	Statistical Concepts for Big Data	3 semester	credits
	6401 -			
Semester 5	ITEC	Introduction to Big Data Analytics	3 semester	credits
	6675 -			
	ITEC	Data Visualization	3 semester	credits
	6685 -			

⊕ Specialization in Health Informatics

This specialization prepares students to apply information systems and technology solutions to improve the efficiency and effectiveness of healthcare. In addition to coursework in information systems management, students explore the emergence of new technologies in healthcare; diverse terminology, ontology, acronyms, coding, and classification systems used in health information technology; and health data standards.

Specialization Courses (18 semester credits)

ITEC 6600 - Foundations of Health Informatics (3 semester credits) ITEC 6631 - Information Systems Management (3 semester credits) ITEC 6645 - Representation of Health Information (3 semester credits) ITEC 6712 - Business Architecture and Process (3 credits)

ITEC 6713 - Business Strategy for Competitive Advantage* (3 semester credits)

- Students may take this as a non-degree course.

ITEC 6721 - Organizational and Social Dimensions of Information Systems (3 semester credits)

Course Sequence

The recommended course sequence is as follows:

Semester	Course	Credits
Semester 1	ITEC 6111 - Information Technology in the Organization	3 semester credits
	ITEC 6115 - Computer Networking and Operating Systems	3 semester credits
Semester 2	ITEC 6030 - Principles of Programming	3 semester credits
	ITEC 6145 - Enterprise Database Design	3 semester credits
Semester 3	ITEC 6712 - Business Architecture and Process	3 semester credits
	ITEC 6721 - Organizational and Social Dimensions of Information Systems	3 semester credits
Semester 4	ITEC 6713 - Business Strategy for Competitive Advantage	3 semester credits
	ITEC 6600 - Foundations of Health Informatics	3 semester credits
Semester 5	ITEC 6631 - Information Systems Management	3 semester credits
	ITEC 6645 - Representation of Health Information	3 semester credits

+ Specialization in Information Assurance/Cyber Security

This specialization provides an in-depth treatment of the field of information assurance and cyber security. Students in this specialization will learn about the security governance structures employed by organizations to manage risks related to information technology, develop a thorough understanding of security techniques required to detect threats and protect and defend against attacks, gain a critical understanding of information ethics, and apply methods to investigate security breaches and respond to incidents.

Specialization Courses (18 semester credits)

ITEC 6120 - Operating System and Network Architecture (3 semester credits) ITEC 6170 - Fundamentals of Information Assurance (3 semester credits)

ITEC 6610 - Information Assurance and Risk Management (3 semester credits)

ITEC 6620 - Information and Systems Security (3 semester credits)

ITEC 6630 - Computer Law, Crime, and Investigation (3 semester credits) ITEC 6640 - Topics in High-Assurance Computing (3 semester credits)

Course Sequence

The recommended course sequence is as follows:

Semester	Course	Credits	
Semester 1	ITEC 6111 - Information Technology in the Organization	3 semester	cred
	ITEC 6115 - Computer Networking and Operating System	3 semesters	cred
Semester 2	ITEC 6030 - Principles of Programming	3 semester	cred
	ITEC 6145 - Enterprise Database Design	3 semesters	cred
Semester 3	ITEC 6120 - Operating System and Network Architecture	3 semester	cred
	ITEC 6170 - Fundamentals of Information Assurance	3 semesters	cred
Semester 4	ITEC 6610 - Information Assurance and Risk Managemen	3 semester	cred
	ITEC 6620 - Information and Systems Security	3 semesters	cred
Semester 5	ITEC 6630 - Computer Law, Crime, and Investigation	3 semester	cred
	ITEC 6640 - Topics in High-Assurance Computing	3 semesters	cred

+ Specialization in Information Systems

The Information Systems specialization prepares students to integrate the information technology solutions and business processes required to help businesses and organizations thrive. Through their coursework, students cover developing and managing web-based applications, object-oriented approaches to defining systems requirements, creation of web-based and cloud-based applications and services, and best practices in information assurance and security.

Specialization Courses (18 semester credits)

ITEC 6020 - Core Web Technologies (3 semester credits) ITEC 6040 - Systems Analysis and Design (3 semester credits)

ITEC 6150 - Principles of Software Engineering (3 semester credits) ITEC 6160 - Enterprise Systems Architecture (3 semester credits)

ITEC 6170 - Fundamentals of Information Assurance (3 semester credits)

ITEC 6721 - Organizational and Social Dimensions of Information Systems (3 semester credits)

- Students may take this as a non-degree course.

Course Sequence

The recommended course sequence is as follows:

Semester	Course	Credits
Semester 1	ITEC 6111 - Information Technology in the Organization	3 semester credits
	ITEC 6115 - Computer Networking and Operating Systems	3 semester credits
Semester 2	ITEC 6030 - Principles of Programming	3 semester credits
	ITEC 6145 - Enterprise Database Design	3 semester credits
Semester 3	ITEC 6020 - Core Web Technologies	3 semester credits
	ITEC 6040 - Systems Analysis and Design	3 semester credits
Semester 4	ITEC 6150 - Principles of Software Engineering	3 semester credits
	ITEC 6160 - Enterprise Systems Architecture	3 semester credits
Semester 5	ITEC 6170 - Fundamentals of Information Assurance	3 semester credits
	ITEC 6721 - Organizational and Social Dimensions of Information Systems	3 semester credits

+ Specialization in Software Engineering

This specialization prepares students to develop complex software products on time and budget at high levels of quality. Students will learn to develop technology solutions to meet complex organizational needs; apply sound requirements engineering and proven software engineering design principles; understand the relationship between process quality and product quality; and measure the quality, costs, and effectiveness of alternative software designs.

Specialization Courses (18 semester credits)

ITEC 6130 - Advanced Software Development (3 semester credits) ITEC 6150 - Principles of Software Engineering (3 semester credits)

ITEC 6650 - Software Systems Engineering and Requirements Management (3 semester credits) ITEC 6660 - Software Design and Construction (3 semester credits)

ITEC 6670 - Software Quality and Testing (3 semester credits)

ITEC 6680 - Software Engineering Management and Processes (3 semester credits)

Course Sequence

The recommended course sequence is as follows:

Semester	Course	Credits
Semester 1	ITEC 6111 - Information Technology in the Organization	3 semester credits
	ITEC 6115 - Computer Networking and Operating System	3 semester credits

em ester	Course	Credits
Semester 4	ITEC 6650 - Software Systems Engineering and Requirements Management	3 semester credits
	ITEC 6660 - Software Design and Construction	3 semester credits
	ITEC 6670 - Software Quality and Testing	3 semester credits
Semester 5	ITEC 6680 - Software Engineering Management and Processes	3 semester credits

MS in Finance

This program is not currently accepting new students. Current students must complete their programs of study in accordance with Walden's Time-to-Degree Completion policies.

The MS in Finance program is designed to prepare students to advance their careers as effective finance professionals with the relevant knowledge and specialized skills to meet the needs of employers and industry today. Emphasizing a practical approach, the program is taught by industry experts and combines case studies, group discussion, and project-based learning. Graduates will be positioned for careers in corporate finance, investment banking, financial management, financial markets, securities firms, government, and other settings. The program offers three specializations that align with careers in the field: Chartered Financial Analyst (CFA®), Certified Financial Planner (CFP®), and Finance for the Professional (Self-Designed). Through a capstone course, the CFA and CFP specializations feature simulation experiences designed to prepare students to sit for the internationally recognized CFA or CFP exams.

Accreditation

We Programs business

Walden University's MS in Finance program is accredited by the Accreditation Council for Business Schools and Programs (ACBSP). ACBSP is a leading specialized accreditation association that identifies and supports excellence in business.



Graduates of the MS in Finance program will be prepared to:

1. Demonstrate the analytical skills essential for the financial professional.
2. Employ communication strategies that display an acute awareness of the needs of the intended audiences.
3. Evaluate financial problems to provide reliable recommendations for decision making.
4. Evaluate risk and return strategies in the context of an organization's mission and objectives.
5. Apply appropriate principles of valuation to major financial assets and securities.
6. Demonstrate the ability to develop recommendations for investment and financial policies to maximize firm value.
7. Employ financial knowledge to promote sustainable, socially aware organizations and ethical decision making.

Degree Requirements

- 30 total semester credits

- Core courses (12 semester credits)
- Specialization courses (18 semester credits)

Core Courses (12 semester credits)

FNCE 4990 - Business Essentials (0 semester credits)

FNCE 6000 - Decision-Making Tools for Today's Financial Professional* (3 semester credits)

- Students may take this as a non-degree course.

FNCE 6010 -Analysis and Communication for the Financial Professional* (3 semester credits)

- Students may take this as a non-degree course.

FNCE 6020 - Legal and Ethical Issues in Accounting and Finance* (3 semester credits)

- Students may take this as a non-degree course.

FNCE 6030 - Managerial Finance* (3 semester credits)

- Students may take this as a non-degree course.

Specializations

+ Specialization in Finance With CFA/Investment Emphasis

The coursework in this specialization is aligned with the content in the internationally recognized CFA exam. Students gain hands-on practice for the competency-based certification exam and complete a simulated CFA exam as part of the capstone. The program explores best practices in financial analysis and decision making, investment strategies, risk assessment and management, and other topics relevant to today's finance professional. In addition to gaining knowledge of corporate governance issues, students learn how to partner with other parts of an organization to help managers make decisions in a dynamic business environment.

Specialization Curriculum (18 semester credits)

FNCE 6640 -Advanced Managerial Finance* (3 semester credits)

- Students may take this as a non-degree course.

FNCE 6643 -Applications in Corporate Finance I* (3 semester credits)

- Students may take this as a non-degree course.

FNCE 6647 -Applications in Corporate Finance II* (3 semester credits)

- Students may take this as a non-degree course.

FNCE 6655 - Investment Theory and Portfolio Management (3 semester credits) FNCE 6660 - Derivatives and Risk (3 semester credits)

FNCE 6900 - CFA Capstone (3 semester credits)

+ Specialization in Finance With Certified Financial Planner™ (CFP®)* Emphasis

In this specialization, students prepare for a professional certification as a Certified Financial Planner™ (CFP®). The coursework is aligned with the content in the competency-based

CFP® exam. Students gain hands-on practice for the competency-based certification exam and complete a simulated CFP® exam. Students in the program explore best practices in financial analysis and decision making; investment and insurance planning; and income tax, retirement, and estate planning. Students also develop knowledge of professional conduct and fiduciary responsibility as a CFP® professional.

*CERTIFIED FINANCIAL PLANNER™ and CFP® are certification marks owned by Certified Financial Planner Board of Standards, Inc. ("CFP Board"). Walden University's MS in Finance program is not a CFP Board-Registered Program and is not in any way sponsored or endorsed by, or otherwise affiliated with, CFP Board.

Specialization Curriculum (18 semester credits)

FNCE 6630 - Tax Analysis and Decision Making* (3 semester credits)

- Students may take this as a non-degree course.

FNCE 6635 - Financial Budgeting and Forecasting Analysis* (3 semester credits)

- Students may take this as a non-degree course.

FNCE 6650 - Insurance Planning (3 semester credits)

FNCE 6655 - Investment Theory and Portfolio Management (3 semester credits) FNCE 6665 - Retirement and Estate Planning (3 semester credits)

FNCE 6905 - Financial Planning Capstone (3 semester credits)

✦ Specialization in Finance for the Professional

This self-designed specialization prepares students to advance their careers with the professional knowledge and financial tools to influence the futures of their organizations. By focusing on the challenges facing today's financial professionals, the program explores best practices in financial management and analysis, business risk assessment, valuation, and investment strategies that transcend international borders. Students learn from faculty who are industry experts to create solutions to financial problems, evaluate financial instruments, leverage resources for optimal profitability, develop strategic financial objectives, seize new business opportunities, mitigate corporate risk, and improve investment decision-making. Upon completion of core coursework, students can choose electives that support their professional needs and interests.

Specialization Curriculum (18 semester credits)

FNCE 6640 -Advanced Managerial Finance* (3 semester credits)

- Students may take this as a non-degree course.

FNCE 6643 -Applications in Corporate Finance I* (3 semester credits)

- Students may take this as a non-degree course.

FNCE 6647 -Applications in Corporate Finance II* (3 semester credits)

- Students may take this as a non-degree course.

FNCE 6655 - Investment Theory and Portfolio Management (3 semester credits)

Choose two electives from the courses listed below:

FNCE 6630 - Tax Analysis and Decision Making* (3 semester credits)

- Students may take this as a non-degree course.

FNCE 6635 - Financial Budgeting and Forecasting Analysis* (3 semester credits)

- Students may take this as a non-degree course.

FNCE 6660 - Derivatives and Risk (3 semester credits)

FNCE 6000 - Decision-Making Tools for Today's Financial Professional* (3 semester credits)

- Students may take this as a non-degree course.

FNCE 6610 - Managing Regulatory Compliance* (3 semester credits)

- Students may take this as a non-degree course.

FNCE 6781 - Information Security Governance* (3 semester credits)

- Students may take this as a non-degree course.

Course Sequence

The recommended course sequence is as follows:

Semester	Course	Credits
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Semester 1	FNCE 4990 - Business Essentials	0 semester credits
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	FNCE 6000 - Decision-Making Tools for Today's Financial	3 semester credits
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MS in Leadership (Semester)

For students beginning their program prior to November 28, 2022.

	FNCE 6010 - Analysis and Communication for the Financial	3 semester credits
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The MS in Leadership Professional Program is designed to help leaders build the necessary knowledge base and skills to meet the ever-evolving challenges of a professional complex world. The content and activities encompassed in the leadership degree program help prepare leaders to seek and find innovative answers to novel problems and challenges; deploy effective strategies to facilitate change and manage conflict; and inspire individuals to work together toward a shared vision for a better future. Moreover, this program helps prepare students to create positive change through effective leadership.

Note on Accreditation

At the master's level, Walden University's Master of Business Administration (MBA), MS in Accounting, and MS in Finance are the only programs accredited by the Accreditation Council for Business Schools and Programs (ACBSP). The MS in Leadership program is not accredited by the ACBSP. Please visit our Accreditation page to see the list of Walden accreditations.

Learning Outcomes

At the end of the program, students will be prepared to:

1. Apply leadership principles utilized to foster positive transformation of individuals and organizations.
2. Effectively utilize communication strategies appropriate to intended audience.
3. Assess relationship-building strategies used by leaders.
4. Evaluate holistic problem-solving strategies that leaders use in complex environments.
5. Utilize effective self-reflections skills to continue a lifelong evaluation of personal leadership values, strengths, and goals.
6. Appraise techniques leaders use to facilitate effective collaboration necessary to lead others towards a common goal.
7. Evaluate appropriate social change leadership strategies.

Degree Requirements

- General program (30 total semester credits)*
- Core courses (27 semester credits)
- Optional specializations: three specialization courses (9 additional semester credits)
- Capstone course (3 semester credits)

Curriculum

Core Courses (27 semester credits)

MMSL 6000 - Dynamic Leadership (3 semester credits) MMSL 6105 - Finding Your Inner Leader (3 semester credits)

MMSL 6110 - Building Organizational Culture: Leaders as Architects (3 semester credits) MMSL 6115 - Communication for Leaders and Managers (3 semester credits)

MMSL 6125 - Initiating and Managing Change (3 semester credits)

MMSL 6010 - Managing People and Promoting Collaboration (3 semester credits) MMSL 6175 - Managing, Mediating, and Resolving Conflict (3 semester credits) MMSL 6660 - Personal Leadership: Mentoring and Coaching (3 semester credits)

MMSL 6560 - Managing Business Partner Relationships (3 semester credits)

Specialization Courses (9 semester credits)

These courses are dependent upon the particular specialization. Please see the course list on each specialization page.

+ Specialization in Executive Leadership

Those with strong leadership skills can rise through an organization to positions of increased executive responsibility. In this specialization, students gain some of the critical skills that executives need to be successful in complex organizations. Students examine how properly planning for and using budgets and resources can support success and aid decision making. Students also examine the critical role of innovation in ensuring sustainable organizational growth as well as how leaders support innovation by cultivating a culture in which it flourishes. Students also learn how to think about organizations as a system and look for opportunities to improve business performance through systemic and systematic thinking and utilizing well-established methods for process and performance improvement.

Specialization Courses (9 semester credits)

MMSL 6670 - Budgeting and Resource Allocation (3 semester credits) MMSL 6620 - Fostering a Culture of Innovation (3 semester credits) MMSL 6645 - Improving Business Performance (3 semester credits)

+ Specialization in Integrated Communication Skills for Leaders

The ability to effectively communicate is essential for leaders. In this specialization, students examine how to effectively use data and information to strengthen their position or provide sound evidence in support of their argument as they communicate their vision. Students will learn how leaders can effectively create and execute large-scale communications to inform, persuade, and inspire others.

Specialization Courses (9 semester credits)

MMSL 6635 - Harnessing the Power of Data and Information (3 semester credits)

MMSL 6665 - Creative Strategy and Execution: From Brief to Presentation (3 semester credits) MMSL 6655 - Marketing Communications, Storytelling, and Persuasion (3 semester credits)

+ Specialization in Leader Development

Through a specialization in Leader Development, students gain strategies to help ensure that organizations thrive by effectively drawing on their human capital, which controls knowledge capital. Students learn how to recognize talent, analyze current and future human capital needs, and develop strategies to manage the impact of critical positions and key personnel. They also explore how leaders improve organizational capacity through the use of communication, knowledge management,

training, and development. Students also examine strategies leaders use to manage individual performance as part of a shared vision to inspire and create an environment where people are productive collaborators and inspired supporters.

Specialization Courses (9 semester credits)

MMSL 6801 - Organizational Effectiveness and Leadership (3 semester credits)

MMSL 6520 - Building Human Capital Through Training and Development (3 semester credits) MMSL 6201 - Individual and Organizational Performance Management (3 semester credits)

+ Specialization in Self-Designed

In the Self-Designed specialization, students can customize their studies by choosing 9 credits from any of the MS in Leadership specialization courses.

Specialization Courses (9 credits)

Select three courses from any of the Walden MS in Leadership specializations to equal 9 semester credits.

Capstone Course (3 semester credits)

MMSL 6905 - Capstone: A Case for Leaders as Change Agents (3 semester credits)

Course Sequence

The recommended course sequence is as follows:

Semester	Course	Credits
Semester 1	MMSL 6000 - Dynamic Leadership	3 semester credits
I	MMSL 6105 - Finding Your Inner Leader	3 semester credits

Semester	Course	Credits
Semester 2	MMSL 6110 - Building Organizational Culture: Leaders as Architects	3 semester credits
	MMSL 6115 - Communication for Leaders and Managers	3 semester credits
Semester 3	MMSL 6125 - Initiating and Managing Change	3 semester credits
	MMSL 6010 - Managing People and Promoting Collaboration	3 semester credits
Semester 4	MMSL 6175 - Managing, Mediating, and Resolving Conflict	3 semester credits
	MMSL 6660 - Personal Leadership: Mentoring and Coaching	3 semester credits
Semester 5	MMSL 6560 - Managing Business Partner Relationships	3 semester credits
	MMSL 6905 - Capstone: A Case for Leaders as Change Agents	3 semester credits
Optional Specializations		
Semester 6	Specialization Course 1*	3 semester credits
	Specialization Course 2*	3 semester credits
Semester 7	Specialization Course 3*	3 semester credits

***Note:** Courses in specializations must be taken in the sequence specified. Students should refer to course descriptions for more information on prerequisite requirements.

MS in Management

This program is not currently accepting new students. Current students must complete their programs of study in accordance with Walden's Time-to-Degree Completion policies.

Walden's MS in Management program focuses on helping learners gain the managerial skills necessary to thrive in a rapidly changing world. Building on the fundamentals of quality management

-sound, ethical decision making and solid communication-the program features a curriculum relevant to the real world and designed to enhance the learner's effectiveness as a manager within a wide range of organizations. Learners have the option to add three courses to the end of the program, allowing them to expand and deepen their core management knowledge through specialized study.

Learning Outcomes

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

1. Assess strategies managers use to achieve organizational goals.
2. Effectively utilize communication strategies appropriate to intended audience.
3. Evaluate strategies managers use to create positive work environments.
4. Appropriately synthesize a variety of relevant information to make sound managerial decisions.
5. Utilize effective self-reflections skills in order to create professional and personal development plans.
6. Appraise methods managers use to facilitate effective collaboration in support of organizational goals.
7. Assess how managerial skills and knowledge enable individuals to act as agents of positive social change.

Degree Requirements

- 30 total semester credits
- Core courses (30 semester credits)

- Optional specializations (9 additional semester credits)

Curriculum

Core Courses (30 semester credits)

MGMT 6101 - Managing First Things First (3 semester credits) MGMT 6000 - Dynamic Leadership* (3 semester credits)

- Students may take this as a non-degree course.

MGMT 6010 - Managing People and Promoting Collaboration* (3 semester credits)

- Students may take this as a non-degree course.

MGMT 6115 - Communication for Leaders and Managers* (3 semester credits)

- Students may take this as a non-degree course.

MGMT 6140 - Initiating and Managing Change* (3 semester credits)

- Students may take this as a non-degree course.

MGMT 6175 - Managing, Mediating, and Resolving Conflict* (3 semester credits)

- Students may take this as a non-degree course.

MGMT 6135 - Harnessing the Power of Data and Information* (3 semester credits)

- Students may take this as a non-degree course.

MGMT 6110 - Critical Thinking for Effective Management* (3 semester credits)

- Students may take this as a non-degree course.

MGMT 6170 - Budgeting and Resource Allocation* (3 semester credits)

- Students may take this as a non-degree course.

MGMT 6905 - Capstone: Integrating Management Theory and Practice for Individual Action (3 semester credits)

Specialization Courses (9 semester credits)

These courses are dependent upon the particular specialization. Please see the course list on each specialization page.

✦ Specialization in Healthcare Management

In the Healthcare Management specialization, students will build on skills and knowledge gained as a result of the MS in Management General Program with a focus on understanding the structure and components of healthcare organizations in the United States. Students will examine the economic principles and decision making related to the amount, structure, and distribution of healthcare resources and services. In this specialization, students are introduced to the terminology, theory, and concepts used in the accounting and finance functions of healthcare organizations and will explore the techniques required to develop, manage, and control healthcare finances.

Specialization Courses (9 semester credits)

MGMT 6602 - Contemporary Topics in the U.S. Healthcare Delivery System* (3 semester credits)

- Students may take this as a non-degree course.

MGMT 6604 - Law, Ethics, and Policy in Healthcare Administration* (3 semester credits)

- Students may take this as a non-degree course.

MGMT 6608 - Healthcare Financial Management and Economics* (3 semester credits)

- Students may take this as a non-degree course.

✦ Specialization in Human Resource Management

In the Human Resource Management specialization, students will build on skills and knowledge gained as a result of the MS in Management General Program with a focus on the role of HR as a strategic resource within an organization. Students will learn to view employees as assets, formulating policies and programs that support high performance through balancing rewards, training, empowerment, and job design. Students will explore how economic, social, psychological, legal, and cultural forces influence employment relations and gain expertise in areas related to recruitment and selection, performance evaluation, compensation and benefits, job design, retention, and turnover.

Specialization Courses (9 semester credits)

MGMT 6618 -Aligning Human Resources With Business Operations* (3 semester credits)

- Students may take this as a non-degree course.

MGMT 6401 - Human Resource Analytics* (3 semester credits)

- Students may take this as a non-degree course.

MGMT 6201 - Individual and Organizational Performance Management* (3 semester credits)

- Students may take this as a non-degree course.

+ Specialization in Leadership

Students in the Leadership specialization develop their potential for becoming valued and trusted leaders who can inspire and motivate others. Students learn about key qualities shared by today's successful leaders and consider current viewpoints on the importance leadership plays in organizational culture. The curriculum includes the opportunity for students to evaluate their own leadership strengths and styles, develop effective mentoring skills, and learn how to positively impact individual and group behavior.

Specialization Courses (9 semester credits)

MGMT 6605 - Finding Your Inner Leader (3 semester credits)

MGMT 6615 - Building Organizational Culture: Leaders as Architects (3 semester credits) MGMT 6621 - Personal Leadership: Mentoring and Coaching* (3 semester credits)

- Students may take this as a non-degree course.

+ Specialization in Marketing

Through the MS in Management program with a specialization in Marketing, students develop an in- depth understanding of marketing fundamentals and how they apply to today's global marketplace. Students will study the various ways that emerging media channels impact traditional marketing while they gain new knowledge and skills that can help them advance in areas that include integrated marketing, digital and social media marketing, strategic brand management, and new product development.

Specialization Courses (9 semester credits)

MGMT 6659 - Marketing for Competitiveness* (3 semester credits)

- Students may take this as a non-degree course.

MGMT 6662 - Communicating Using Social and Digital Media* (3 semester credits)

- Students may take this as a non-degree course.

MGMT 6663 - Market Research and Customer Insights* (3 semester credits)

- Students may take this as a non-degree course.

+ Specialization in Project Management

+ Specialization in Strategy

Course Sequence

The recommended course sequence is as follows:

Semester	Course	Credits
Semester 1	MGMT 6101 - Managing First Things First	3 semester credits
	MGMT 6000 - Dynamic Leadership	3 semester credits
Semester 2	MGMT 6010 - Managing People and Promoting Collaboration	3 semester credits
	MGMT 6115 - Communication for Leaders and Managers	3 semester credits
Semester 3	MGMT 6140 - Initiating and Managing Change	3 semester credits
	MGMT 6175 - Managing, Mediating, and Resolving Conflict	3 semester credits
Semester 4	MGMT 6135 - Harnessing the Power of Data and Information	3 semester credits
	MGMT 6110 - Critical Thinking for Effective Management	3 semester credits
Semester 5	MGMT 6170 - Budgeting and Resource Allocation	3 semester credits
	MGMT 6905 - Capstone: Integrating Management Theory and Practice for Individual Action	3 semester credits

Semester	Course	Credits
Semester 6	Specialization Course 1	3 semester credits
	Specialization Course 2	3 semester credits
Semester 7	Specialization Course 3	3 semester credits

MS in Marketing

This program is not currently accepting new students. Current students must complete their programs of study in accordance with Walden's Time-to-Degree Completion policies.

Featuring coursework grounded in established theory and current best practices, the MS in Marketing program examines a variety of traditional and digital tools and platforms and how they integrate into the marketing mix. Students explore customer understanding-the foundation for marketing planning and execution-and the importance of relationship marketing in customer retention. Other topics include the role of persuasion and storytelling in developing content, the creative process, leveraging the power of social media, and brand and product management. Students also examine marketing analytics as a way to inform strategic decision making. The program offers myriad hands-on project opportunities and culminates in the development of a strategic marketing plan.

Note on Accreditation

At the master's level, Walden University's Master of Business Administration (MBA), MS in Accounting, and MS in Finance are the only programs accredited by the Accreditation Council for Business Schools and Programs (ACBSP). The MS in Marketing program is not accredited by the ACBSP. Please visit our Accreditation page to see the list of Walden accreditations.

Learning Outcomes

Graduates of the MS in Marketing program will be prepared to:

1. Formulate statements of marketing opportunities to facilitate dialogue among stakeholders.
2. Make ethically and socially responsible decisions.
3. Collaborate with others from diverse perspectives in a business environment.
4. Apply current trends to analyze marketing problems.
5. Communicate professionally with stakeholders.
6. Evaluate marketing decisions in a business environment.

Degree Requirements

- 30 semester credits

Curriculum (30 semester credits)

MRKT 6100 - Integrated Marketing in the Digital Age (3 semester credits) MRKT 6110 - Digital Marketing* (3 semester credits)

- Students may take this as a non-degree course.

MRKT 6120 - Relationship Marketing* (3 semester credits)

- Students may take this as a non-degree course.

MRKT 6130 - Communicating Using Social and Digital Media* (3 semester credits)

- Students may take this as a non-degree course.

MRKT 6135 - Harnessing the Power of Data and Information* (3 semester credits)

- Students may take this as a non-degree course.

MRKT 6140 - Market Research and Customer Insights* (3 semester credits)

- Students may take this as a non-degree course.

MRKT 6150 - Marketing Communications, Storytelling, and Persuasion* (3 semester credits)

- Students may take this as a non-degree course.

MRKT 6160 - Design Thinking: Strategy and the Creative Process* (3 semester credits)

- Students may take this as a non-degree course.

MRKT 6170 - Brand and Product Management* (3 semester credits)

- Students may take this as a non-degree course.

MRKT 6900 - From Marketing Strategy to Execution* (3 semester credits)

- Students may take this as a non-degree course.

Course Sequence

The recommended course sequence is as follows:

	Semes	Course	Credits	
er 1	Semes	MRKT 6100 - Integrated Marketing in the Digital Age	3	cre
		MRKT 6110 - Digital Marketing	3	cre
er 2	Semes	MRKT 6120 - Relationship Marketing	3	cre
		MRKT 6130 - Communicating Using Social and Digital Media	3	cre
er 3	Semes	MRKT 6140 - Market Research and Customer Insights	3	cre
		MRKT 6150 - Marketing Communications, Storytelling, and Persuasion	3	cre

er 4	Semes	MRKT 6160 - Design Thinking: Strategy and the Creative Process	3	cre
			semester	dits
		MRKT 6170 - Brand and Product Management	3	cre
			semester	dits
er 5	Semes	MRKT 6135 - Harnessing the Power of Data and Information	3	cre
			semester	dits
		MRKT 6900 - From Marketing Strategy to Execution	3	cre
			semester	dits

MS in Project Management

This program is not currently accepting new students. Current students must complete their programs of study in accordance with Walden's Time-to-Degree Completion policies.

Walden University's MS in Project Management can help equip students with the skills needed to manage projects while leading diverse teams to help their organizations achieve their strategic goals. In this program, students will explore ways to communicate effectively with all stakeholders and will control project risks as they successfully develop and implement projects for their organizations.

Note on Accreditation

Walden's MS in Project Management is accredited by the Global Accreditation Center (GAC) of the Project

Mana
relate



Management Institute (PMI). The GAC is the world's leading specialized accrediting body for project management and

its accreditation program seal is a mark of Project Management Institute, Inc.

Finan
in Prc

Walden University's Master of Business Administration (MBA), MS in Accounting, and MS in

Project Management are accredited by the Accreditation Council for Business Schools and Programs (ACBSP). The MS

in Project Management is accredited by the ACBSP. Please visit our Accreditation page to see the list of Walden

accreditations.

Learning Outcomes

At the end of the program, students will be able to:

1. Demonstrate the ability necessary to produce project management outputs in accordance with established practices for conducting projects within an organization.
2. Develop project-based solutions to business problems and opportunities to achieve the strategic performance goals of an organization.
3. Manage individual projects from initiation to closure that meet stakeholder requirements and achieve the objectives of the project.
4. Synthesize the threats and opportunities of environmental factors into the creation of project and enterprise-level risk management plans.

5. Evaluate the social change impact on social, economic, and environmental factors that contribute to sustainability in project management.
6. Appropriately apply professional practices for ethical and socially responsible conduct by project management practitioners.

Vision for MS in Project Management

To create a community of scholars and networks of project managers who will benefit the scholastic and professional communities of project management, and their clients and organizations, worldwide.

Mission for MS in Project Management

The mission of the program is to provide a diverse community of career professionals with the opportunity to develop project management best practices as well as the business, communication, and leadership skills necessary to manage projects and teams for the purpose of helping organizations achieve strategic goals. Graduates of the program will also be provided an opportunity to transform themselves as scholar-practitioners so that they can effect positive social change in their families, communities, and around the world.

Degree Requirements

- 30 total semester credits
- Core courses (27 semester credits)
- Capstone course (3 semester credits)

Curriculum

Core Courses (27 semester credits)

MSPM 6102 - Practices in Project Management* (3 semester credits)

- Students may take this as a non-degree course.

MSPM 6125 - Project Scheduling (3 semester credits)

MSPM 6130 - Budgeting and Management of Operations* (3 semester credits)

- Students may take this as a non-degree course.

MSPM 6140 - Enterprise and Project Risk Management* (3 semester credits)

- Students may take this as a non-degree course.

MSPM 6150 - Planning and Administering Project Contracts* (3 semester credits)

- Students may take this as a non-degree course.

MSPM 6010 - Managing People and Promoting Collaboration (3 semester credits)

MSPM 6160 - Stakeholder Management and Organizational Behavior* (3 semester credits)

- Students may take this as a non-degree course.

MSPM 6180 - Business Process Management and Systems (3 semester credits)

MSPM 6170 - Sustainability in Project, Portfolio, and Program Management* (3 semester credits)

- Students may take this as a non-degree course.

Capstone Course (3 semester credits)

MSPM 6900 - Capstone: Social Impact in Project Management (3 semester credits)

Course Sequence

The recommended course sequence is as follows:

Semester	Semester	Course	Credits
1	Semester	MSPM 6102 - Practices in Project Management	3 semester credits
		MSPM 6125 - Project Scheduling	3 semester credits
2	Semester	MSPM 6130 - Budgeting and Management of Operations	3 semester credits
		MSPM 6140 - Enterprise and Project Risk Management	3 semester credits
3	Semester	MSPM 6150 - Planning and Administering Project Contracts	3 semester credits
		MSPM 6010 - Managing People and Promoting Collaboration	3 semester credits
4	Semester	MSPM 6160 - Stakeholder Management and Organizational Behavior	3 semester credits
		MSPM 6180 - Business Process Management and Systems	3 semester credits
5	Semester	MSPM 6170 - Sustainability in Project, Portfolio, and Program Management	3 semester credits
		MSPM 6900 - Capstone: Social Impact in Project Management	3 semester credits

MS in Software Engineering

This program is not currently accepting new students. Current students must complete their programs of study in accordance with Walden's Time-to-Degree Completion policies.

The MS in Software Engineering program equips students with the advanced technical and leadership skills to oversee complex, large-scale development projects in the 2020s. Through courses developed in collaboration with IBM, students focus on:

- The application of engineering best practices to the design, development, testing, and evaluation of software systems.
- Developing cutting-edge expertise in security risk management, secure coding, big data analytics, and intelligent systems.
- Learning practical, immediately applicable skills through interactive case studies, visualizations, and applications.

In this master's program, hands-on programming labs give students the freedom to apply what they've learned in an authentic yet safe environment.

Learning Outcomes

Upon completion of the MS in Software Engineering, students will be able to:

1. Evaluate emerging technical developments that apply to software engineering.
2. Evaluate software engineering paradigms, tools, and techniques.
3. Examine the skills required to lead a project in the construction of a complex commercial software system.
4. Examine IT issues and methodologies used in the design and development of IT systems.
5. Demonstrate an understanding of best practices used to develop and manage software development teams.
6. Demonstrate an understanding of best practices used to develop and manage complex software development projects.

Degree Requirements

- 30 total semester credits

Curriculum

SENG 6005 - The Global Technology Environment (3 semester credits)

SENG 6155 - Software Engineering and System Architecture (3 semester credits) SENG 6175 - Software Testing and Quality Assurance (3 semester credits) SENG 6190 - Foundations of Intelligent Systems (3 semester credits)

SENG 6215 - Security Risk Management (3 semester credits)

SENG 6240 - Advanced Database Systems (3 semester credits)

SENG 6250 - Requirements and Quality Engineering (3 semester credits) SENG 6260 - Software Modeling and Design (3 semester credits)

SENG 6630 - Algorithms and Computation (3 semester credits)

SENG 6635 - Secure Coding (3 semester credits)

Course Sequence

The recommended course sequence is as follows:

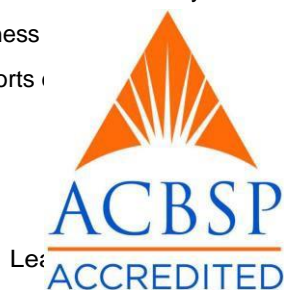
Semester	Course	Credits
r 1	SENG 6005 - The Global Technology Environment	3 semester credits
	SENG 6215 - Security Risk Management	3 semester credits
Semester	SENG 6155 - Software Engineering and System	3 semester credits

Doctor of Business Administration (DBA)

The OBA program is designed for visionary professionals who want to use their expertise to change how their business changes the world. With access to resources that allow students to track their progress more closely, they will define the social change impact they want to make-and then design their doctoral experience around it. Coursework in this program includes self-analysis activities as well as international case studies. Students can explore some of today's greatest business challenges and opportunities-including globalization, ethics, and relationship management-and examine those issues in relation to their own organization.

Accreditation

Walden University's Doctor of Business Administration (OBA) program is accredited by the Accreditation Council for Business . (ACBSP). ACBSP is a leading specialized accreditation association that identifies and supports education.



At the end of the program, students will be able to:

1. Evaluate the relevance of current and emerging business theory and practice from an interdisciplinary perspective (WO III, IV, V, VI, VIII).
2. Formulate effective solutions to complex, real-world problems common to the practice of business and management (WO II, IV, V, VIII).
3. Apply current research literature to practical problems found in business and management (WO **111**, IV, V, VI, VIII).
4. Evaluate scholarly research in business and management (WO II, III, IV, V, VI).
5. Design rigorous research that contributes to the professional body of knowledge of business and management (WO II, III, IV, V, VI).
6. Design rigorous research that contributes to positive social change (WO I, II, IV, VII, VIII, **IX**).
7. Apply professional ethics appropriately (WO I, II, IV, VII, VIII, IX).

Minimum Degree Requirements

- Doctoral Writing Assessment (0 semester credits)
- Foundation courses (3 semester credits)
- Core business course (3 semester credits)
- Business strategy course (3 semester credits)
- Research methods courses (12 semester credits)
- Specialization courses (9 semester credits)

- Completion of Doctoral Study
 - Doctoral mentoring (4 semester credits)
 - Doctoral study writing courses (3 semester credits per term for a minimum of 5 terms until completion, with two 8-week terms taken per semester)
- Two academic 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 OBA program. For information, contact the Student Success Advising Team.

Curriculum

Foundation Courses (3 semester credits)

DDBA 4990 - Business Essentials (0 semester credits)

DDBA 8006 - Contemporary Challenges in Business* (3 semester credits)

- Students may take this as a non-degree course.

Core and Business Strategy Courses (6 semester credits)

DDBA 8151 - Organizational Leadership: Doctoral Theory and Practice* (3 semester credits)

- Students may take this as a non-degree course.

DDBA 8161 - Business Strategy and Innovation for Competitive Advantage* (3 semester credits)

- Students may take this as a non-degree course.

Research Methods Courses (12 semester credits)

DDBA 8300 - Qualitative and Quantitative Methodology for Applied Business Research (4 semester credits)

DDBA 8303 - Qualitative and Case Study Methodology for Business Analysis Research (4 semester credits)

DDBA 8307B - Quantitative Business Data Analysis Using SPSS (4 semester credits)

Specialization Courses (9 semester credits)

These courses are dependent upon the particular specialization. Please see the course list on each specialization page. Changing specializations may increase a student's expected time-to-degree completion and cost.

✦ Specialization in Entrepreneurship

Students in the Entrepreneurship specialization explore the entrepreneurial concepts and processes that are found in both established companies with a pioneering spirit and start-ups. They build entrepreneurial skills and knowledge with a learning experience that combines theory with practical strategies drawn from real-world situations, such as identifying market opportunities, managing risk and change, encouraging innovation, and raising capital. In addition, they analyze how an entrepreneurial organization can make a greater contribution in today's society. Coursework focuses on the development of writing and critical-thinking skills at the doctoral level.

Specialization Courses (9 semester credits)

DDBA 8511 - Seminar in Innovation Management (3 semester credits) DDBA 8531 - Seminar in B2B Marketing (3 semester credits)

DDBA 8541 - Seminar in Entrepreneurial Finance (3 semester credits)

+ Specialization in Healthcare Management

The Healthcare Management specialization focuses on healthcare policy development and its effect on organizational operations, the analysis of healthcare delivery systems, and an investigation of the regulatory and ethical dynamics that exist within the U.S. healthcare industry. Students can learn to apply managerial decision-making skills to the healthcare policy development and implementation process that guides the operation of healthcare organizations. The curriculum explores solutions for real-world management challenges that can affect delivery systems and the continuum of health services.

Specialization Courses (9 semester credits)

DDBA 8560 - Seminar in Healthcare Managerial Decision Making (3 semester credits) DDBA 8561 - Seminar in Managing Healthcare Delivery Systems (3 semester credits) DDBA 8562 - Seminar in Law and Ethics in Healthcare Management (3 semester credits)

+ Specialization in Human Resource Management

The Human Resource Management specialization enables students to gain an understanding of how human and knowledge capital can be leveraged to create and drive an organization's agility, growth, and success. Coursework examines contemporary organizational issues that human resource (HR) professionals must address as strategic partners to executive leadership, such as succession planning for the organization's long-term success, creating and managing external strategic partnerships, and comprehensive planning from an HR perspective for the organization's overall business goals. Students in this specialization have the opportunity to research and address issues relevant to their interests and organization. This specialization culminates with the creation of an annual HR operating plan (AHROP), which allows students to apply their knowledge to a tangible action plan that can be implemented immediately.

Specialization Courses (9 semester credits)

DDBA 8580 - The New HR: The Savvy Strategic Partner (3 semester credits)

DDBA 8581 - Succession Planning: A Survival Tool of the Fittest (3 semester credits) DDBA 8582 - An HR Plan for Organizational Agility (3 semester credits)

+ Specialization in Leadership

Globalization, advances in technology, and rapid changes in the marketplace all contribute to the need for business professionals to continually develop their leadership skills. Students explore new frameworks and perspectives that will help them lead and manage change effectively. They will investigate a variety of current leadership principles and practices to determine which work best in any given situation. Coursework focuses on the development of writing and critical-thinking skills at the doctoral level.

Specialization Courses (9 semester credits)

DDBA 8521 - Seminar in Change Management (3 semester credits) DDBA 8522 - Seminar in Sustainability (3 semester credits)

DDBA 8524 - Seminar in Multicultural Management (3 semester credits)

+ Specialization in Self-Designed

Students create their own specialization based on their individual goals and interests in business administration. They choose seminars from the program's other 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. Students may also apply transfer credits from previous doctoral-level study toward their elective courses.

Specialization Courses (9 semester credits)

Students may use Transfer of Credit from prior doctoral-level work in the management or business discipline or choose three seminar courses from any of the following DBA specializations.

- Entrepreneurship
- Healthcare Management
- Human Resource Management
- Leadership

Specializations Not Currently Accepting New Students

+ Specialization in Accounting (not currently

accepting new students) **This program is not currently accepting new students.** Current students must complete their programs of study in accordance with Walden's Time-to-Degree Completion policies.

The Accounting specialization explores the principles and methods used in managerial accounting, including revenue forecasting and cost-volume-profit analyses. Students examine applied research methods in the context of decision-making and performance-evaluation systems. Theories of managerial decision making from both domestic and global perspectives are used to develop solutions for real-world business problems. Students can learn to communicate financial results clearly to finance executives within their organizations.

Specialization Courses (9 semester credits)

DDBA 8550 - Seminar in Managerial Accounting (3 semester credits)

DDBA 8551 - Seminar in Accounting-Based Performance Evaluation Systems (3 semester credits) DDBA 8552 - Seminar in International Aspects of Managerial Accounting (3 semester credits)

+ Specialization in Energy Management (not currently accepting new students)

This program is not currently accepting new students. Current students must complete their programs of study in accordance with Walden's Time-to-Degree Completion policies.

This specialization is designed to help business leaders analyze the impact of energy production, distribution, and associated risks. Explore how energy production and distribution have evolved into a global market, as well as the natural

and manmade risks involved with this business. Using a seminar research and discussion approach, students will examine the intersection of global energy demands with emerging technologies. They will also develop the skills necessary to help guide the future of energy production and distribution in light of the associated risks.

Specialization Courses (9 semester credits)

DDBA 8515 - Energy Production Analysis (3 semester credits) DDBA 8525 - Energy Delivery Analysis (3 semester credits)

DDBA 8592 - Business Infrastructure Vulnerability Analysis (3 semester credits)



Specialization in Finance (not currently

accepting new students) This program is not currently accepting new students. Current students must complete their programs of study in accordance with Walden's Time-to-Degree Completion policies.

Students gain the finance tools that help managers maximize their firm's value, including valuation, capital budgeting and structure, working capital management, multinational concepts, and Capital Asset Pricing Model (CAPM). As they develop their expertise in finance, students explore more advanced theories such as option pricing, derivatives, and hedging. Throughout the program, students will be encouraged to combine practice and theory in order to apply their new knowledge to organizational problems. Coursework focuses on the development of writing and critical-thinking skills at the doctoral level.

Specialization Courses (9 semester credits)

DDBA 8523 - Seminar in Law and Compliance (3 semester credits) DDBA 8540 - Seminar in International Finance (3 semester credits) DDBA 8541 - Seminar in Entrepreneurial Finance (3 semester credits)



Specialization in Global Supply Chain Management (not currently accepting new

students)

This program is not currently accepting new students. Current students must complete their programs of study in accordance with Walden's Time-to-Degree Completion policies.

Whether students work as manufacturers, retailers, or service providers, if they conduct business globally, they need to understand how products and services move from concept to delivery.

Students learn the systems required to identify sources of personnel and material, and how to ensure that supply chains conform to the highest global standards. In addition, they will explore new ways of applying technology to help cut costs, increase customer satisfaction, and find new business opportunities. Coursework focuses on the development of writing and critical-thinking skills at the doctoral level.

Specialization Courses (9 semester credits)

DDBA 8510 - Seminar in Global Supply Chain Management (3 semester credits) DDBA 8512 - Seminar in IT for Competitive Advantage (3 semester credits) DDBA 8524 - Seminar in Multicultural Management (3 semester credits)



Specialization in Homeland Security (not currently accepting new students)

This program is not currently accepting new students. Current students must complete their programs of study in accordance with Walden's Time-to-Degree Completion policies.

Designed for leaders in the private and public sectors interested in analyzing the impact of homeland security policies and crisis planning from a business perspective, the students in the Doctor of Business Administration (DBA) with a specialization in Homeland Security explore how the field has evolved and how it shapes the practice of business continuity. Using a seminar discussion delivery format, students have the opportunity to study the principles of global terrorism from a historical and contemporary perspective, as well as discuss key issues and global challenges facing the U.S. intelligence community. Students can also develop the skills and critical thinking necessary to assess and implement various risk tools, business strategies, and policies designed to mitigate risk and protect their organization from terrorist attacks, natural disasters, or other crisis that threaten critical business infrastructure.

Specialization Courses (9 semester credits)

DDBA 8590 - Impact of Homeland Security Policies on Business Continuity (3 semester credits) DDBA 8591 - Homeland Security-Business Planning (3 semester credits)

DDBA 8592 - Business Infrastructure Vulnerability Analysis (3 semester credits)

+ Specialization in Information Systems Management (not currently accepting new students)

This program is not currently accepting new students. Current students must complete their programs of study in accordance with Walden's Time-to-Degree Completion policies.

With this specialization, students develop expertise in information systems management with a focus on addressing the management challenges facing technology-based businesses. They gain the knowledge and skills to help align business needs with technological solutions, identify new applications for technology, and leverage technological solutions in order to enhance their organization's competitive position in the marketplace. They examine how technological solutions can be affected in a global environment. Coursework focuses on the development of writing and critical-thinking skills at the doctoral level.

Specialization Courses (9 semester credits)

DDBA 8510 - Seminar in Global Supply Chain Management (3 semester credits) DDBA 8511 - Seminar in Innovation Management (3 semester credits)

DDBA 8512 - Seminar in IT for Competitive Advantage (3 semester credits)

+ Specialization in International Business (not currently accepting new students)

This program is not currently accepting new students. Current students must complete their programs of study in accordance with Walden's Time-to-Degree Completion policies.

Students learn the skills necessary to manage and lead a spectrum of workers, managers, and teams in a global marketplace. They examine the financial implications of conducting business internationally, including how capital investment is undertaken globally and how financial markets and global trade influence investment opportunities. They gain an overview of the effect the world's financial institutions-such as the World Bank, International Monetary Fund, and World Trade Organization (WTO)-have on trade, new markets, and exchange and interest rates. Coursework focuses on the development of writing and critical-thinking skills at the doctoral level.

Specialization Courses (9 semester credits)

DDBA 8510 - Seminar in Global Supply Chain Management (3 semester credits) DDBA 8524 - Seminar in Multicultural Management (3 semester credits)

DDBA 8540 - Seminar in International Finance (3 semester credits)

+

Specialization in Marketing (not currently

accepting new students) **This program is not currently accepting new students.** Current students must complete their programs of study in accordance with Walden's Time-to-Degree Completion policies.

This specialization investigates marketing challenges and opportunities from a real-world context.

Students study key marketing concepts, including market segmentation, marketing channels, competitive intelligence, integrated marketing, product development and commercialization, and consumer behavior. They learn the skills and knowledge needed to succeed in an international marketplace, including leveraging strategies in global marketing and international pricing.

Coursework focuses on the development of writing and critical-thinking skills at the doctoral level.

Specialization Courses (9 semester credits)

DDBA 8531 - Seminar in B2B Marketing (3 semester credits) DDBA 8532 - Seminar in Consumer Behavior (3 semester credits) DDBA 8533 - Seminar in Marketing Research (3 semester credits)

+

Specialization in Project Management (not currently accepting new students)

This program is not currently accepting new students. Current students must complete their programs of study in accordance with Walden's Time-to-Degree Completion policies.

The Project Management specialization focuses on achieving organizational effectiveness objectives through project, program, and portfolio management. Students can study the principles of project-based strategic leadership, learn to assess portfolio risk, and analyze opportunities for portfolio performance improvement. Students can develop the skills to engage in dynamic project portfolio management and to address real-world project management challenges.

Specialization Courses (9 semester credits)

DDBA 8570 - Seminar in Program and Portfolio Management (3 semester credits)

DDBA 8571 - Seminar in Project Portfolio Performance and Organizational Effectiveness (3 semester credits)

DDBA 8572 - Seminar in Project-Based Strategic Leadership (3 semester credits)

+

Specialization in Social Impact Management (not currently accepting new students)

This program is not currently accepting new students. Current students must complete their programs of study in accordance with Walden's Time-to-Degree Completion policies.

As more companies move from a profit-only outlook to one that focuses on communities and society as a whole, the ability to manage and improve an organization's social impact is in high demand.

Students examine key issues in corporate responsibility, such as how to achieve greater transparency while protecting proprietary information, leverage social involvement in branding, improve operational efficiency through environmental initiatives, and strengthen stakeholder relationships. Coursework focuses on the development of writing and critical-thinking skills at the doctoral level.

Specialization Courses (9 semester credits)

DDBA 8521 - Seminar in Change Management (3 semester credits) DDBA 8522 - Seminar in Sustainability (3 semester credits)

DDBA 8523 - Seminar in Law and Compliance (3 semester credits)

✦ Specialization in Technology Entrepreneurship (not currently accepting new students)

This program is not currently accepting new students. Current students must complete their programs of study in accordance with Walden's Time-to-Degree Completion policies.

Students examine what innovation is and what it is not. They learn how to design the concepts, processes, and tools to increase the rate and extent of innovation in their company, thereby enhancing the company's competitive edge. Students discover new ways of applying technology to cut costs, increase customer satisfaction, and create new business opportunities. Coursework focuses on the development of writing and critical-thinking skills at the doctoral level.

Specialization Courses (9 semester credits)

DDBA 8511 - Seminar in Innovation Management (3 semester credits) DDBA 8512 - Seminar in IT for Competitive Advantage (3 semester credits) DDBA 8541 - Seminar in Entrepreneurial Finance (3 semester credits)

Residency Requirements

- Complete Residency 1 face-to-face as soon as you begin your program (while taking DDBA 8006 or DDBA 8151); required in order to advance into DDBA 8300.
- Complete Residency 2 face-to-face just prior to the start or during the first few weeks of DDBA 8303; required in order to advance into DDBA 8307.
- **Optional:** Complete a DBA Doctoral Study Intensive retreat face-to-face during DDBA 8101/8101C/8101P or DDBA 9001/9001C/9001P. Contact Student Success Advising to register.

Completion of the Doctoral Capstone

DDBA 8101 - Doctoral Study Mentoring (1 semester credits)

OR

DDBA 8101C - Doctoral Study Mentoring (1 semester credits)

OR

DDBA 8101P - Doctoral Portfolio Capstone Mentoring (1 semester credits)

1 credits each session = total 4 credits To be taken along with other coursework after completion of DDBA 8303 until beginning DDBA 9001/9001C/9001P.

DDBA 9001 - Doctoral Study Completion (continuous enrollment in 3 semester credits per term for a minimum of five terms until completion, with two 8-week terms taken per semester)

OR

DDBA 9001C - Doctoral Study Completion (continuous enrollment in 3 semester credits per term for a minimum of five terms until completion, with two 8-week terms taken per semester)

OR

DDBA 9001P - Doctoral Portfolio Capstone Completion (continuous enrollment in 3 semester credits per term for a minimum of five terms until completion, with two 8-week terms taken per semester)

Students take this course for a minimum of five terms (two 8-week terms per semester) and are continuously enrolled until completion of their doctoral study with final chief academic officer (CAO) approval.

To complete a doctoral study, students must obtain the academic approval of several independent evaluators including their committee, the University Research Reviewer, and the Institutional Review Board; pass the Form and Style Review; gain approval at the oral defense stage; and gain final approval by the CAO. Students must also publish their doctoral study on ProQuest before their degree is conferred. Learn more about the doctoral study process in the OBA Doctoral Study Rubric and Handbook.

Course Sequence

The recommended course sequence is as follows:

Semester

Course

Credits

Semester 1	DDBA 4990 - Business Essentials	0 semester credits
	Complete Residency 1 face-to-face as soon as you begin your program (while taking DDBA 8006 or DDBA 8151); required in order to advance into DDBA 8300.	
	DDBA 8006 - Contemporary Challenges in Business	3 semester credits
	DDBA 8151 - Organizational Leadership: Doctoral Theory and Practice	3 semester credits
Semester 2	DDBA 8161 - Business Strategy and Innovation for Competitive Advantage	3 semester credits
	DDBA 8300 - Qualitative and Quantitative Methodology for Applied Business Research	4 semester credits
Complete Residency 2 just prior to the start or during the first few weeks of DDBA 8303; required in order to advance into DDBA 8307.		
Semester 3	DDBA 8303 - Qualitative and Case Study Methodology for Business Analysis Research	4 semester credits
	DDBA 8307B - Quantitative Business Data Analysis Using SPSS AND	4 semester credits
	DDBA 8101 - Doctoral Study Mentoring* OR	1 semester credit
Semester 4	DDBA 8101C - Doctoral Study Mentoring* OR	1 semester credit
	DDBA 8101P - Doctoral Portfolio Capstone Mentoring*	1 semester credit
	Specialization Course 1 AND	3 semester credits
	DDBA 8101 - Doctoral Study Mentoring* OR	1 semester credit
	DDBA 8101C - Doctoral Study Mentoring* OR	1 semester credit
	DDBA 8101P - Doctoral Portfolio Capstone Mentoring*	1 semester credit
	Specialization Course 2 AND	3 semester credits
	DDBA 8101 - Doctoral Study Mentoring* OR	1 semester credit
	DDBA 8101C - Doctoral Study Mentoring* OR	1 semester credit
	DDBA 8101P - Doctoral Portfolio Capstone Mentoring*	1 semester credit

Optional: Complete a OBA Doctoral Study Intensive retreat during DDBA 8100/8101 or DDBA

Student Success Advising to register.

Semester 5	Specialization Course 3 AND	3 semester credits
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* DDBA 8101/8101C/8101P - 1 credits each session= total 4 credits; To be taken along with other coursework after completion of DDBA 8303 until beginning DDBA 9001/9001C/9001P.

** Students take this course for a minimum of five terms (two 8-week terms per semester) and are continuously enrolled until completion of their doctoral study with final chief academic officer (CAO) approval. To complete a doctoral study, students must obtain the academic approval of several independent evaluators including their committee, the University Research Reviewer, and the Institutional Review Board; pass the Form and Style Review; gain approval at the oral defense stage; and gain final approval by the CAO. Students must also publish their doctoral study on ProQuest before their degree is conferred. Learn more about the doctoral study process in the OBA Doctoral Study Rubric and Handbook.

Doctor of Healthcare Administration (DHA)

The Doctor of Healthcare Administration (DHA) program prepares professionals to effectively manage the healthcare delivery demands of their organizations and the communities they serve. Through a multidisciplinary curriculum, students gain insight into the post-Affordable Care Act landscape and gain the core business and leadership skills expected by today's healthcare employers. By blending theory with research in their coursework, students in the DHA program focus on utilizing practice-based research, communication strategies, and data-driven approaches for decision making to improve the healthcare experience for both providers and patients.

Learning Outcomes

The DHA Program Learning Outcomes relate to the Walden University Outcomes. As graduates of this program, students will be prepared to:

1. Assess evidence-based leadership approaches in changing healthcare environments.
2. Evaluate data-driven decision making in healthcare settings within the domains of financial management, strategic planning, economic analysis, and quality assessment.
3. Analyzing the relationship of ethical and legal principles to healthcare administration practice and communication.
4. Evaluate qualitative and quantitative research methods for healthcare administration practice.
5. Apply appropriate statistical analysis skills to healthcare administration research.
6. Evaluate theoretical and conceptual frameworks for healthcare administration.
7. Assess culturally responsive healthcare management and systems thinking techniques to positively impact social change.

Tracks

Track I

(For students who hold a Master of Healthcare Administration degree)

Minimum Degree Requirements

- Doctoral Writing Assessment
- Foundations courses (0 credits)
- Core courses (33 credits)
- Research methods courses (10 credits)
- Capstone Research (20 credits)
 - Five Doctoral Study Seminar courses (1 credits per term)
 - Capstone Completion writing course (5 credits per term for a minimum of 3 terms; taken continuously until completion)
- Two residencies
- **Optional:** Capstone Intensive

Curriculum

Foundations Courses (0 credits) Core Courses (33 credits)

DOHA 8006 - Doctor of Healthcare Administration Foundational Concepts (3 credits)

OR

DOHA 8011 - Doctor of Healthcare Administration Foundational Concepts (3 credits)

AND

DOHA 8203 -Advanced Healthcare Operations Management (5 credits) DOHA 8103 -Advanced Healthcare Quality and Risk Management (5 credits) DOHA 8113 -Advanced Concepts in Healthcare Leadership (5 credits)

DOHA 8703 -Advanced Health Analytics and Data-Driven Decision Making (5 credits)

DOHA 8750 - Trends and Issues in Executive Level Management for Healthcare Administrators (5 credits)

DOHA 8503 - Strategic Management and System Thinking (5 credits)

Research Courses (10 credits)

RSCH 8110 - Research Theory, Design, and Methods* (5 credits)

- Students may take this as a non-degree course.

DOHA 8303 - Research Methods for Healthcare Administrators (5 credits)

Residency Requirements

- Residency 1 is required in order to advance into DOHA 8750, DOHA 8103, DOHA 8113, and DDHA8703.
- Complete Residency 2 after successful completion of both Residency 1 and DOHA 9003 - Doctoral Study Seminar I and prior to DOHA 9000 - Healthcare Administration Doctoral Study.

Completion of the Doctoral Capstone

DOHA 9003 - Doctoral Study Seminar I (1 credits) DOHA 9013 - Doctoral Study Seminar II (1 credits)

DOHA 9023 - Doctoral Study Seminar III (1 credits) DOHA 9033 - Doctoral Study Seminar IV (1 credits) DOHA 9043 - Doctoral Study Seminar V (1 credits)

DOHA 9000 - Healthcare Administration Doctoral Study (5 credits per term for a minimum of three terms until completion)

Students are continuously enrolled in DOHA 9000 until completion of their capstone project with final chief academic officer (CAO) approval. In general, students are continuously registered in the doctoral study course until they complete their capstone project and it is approved. This usually takes longer than the minimum required terms in the doctoral study course shell.

To complete a doctoral study, students must obtain the academic approval of several independent evaluators including their committee, the University Research Reviewer, and the Institutional Review Board; pass the Form and Style Review; gain approval at the oral defense stage; and gain final approval by the chief academic officer. Students must also publish their doctoral study on ProQuest before their degree is conferred. Learn more about the doctoral study process by contacting a student success advisor.

Course Sequence

The recommended course sequence is as follows:

Quarter	Course	Credits
Quarter 1	DDHA 8006 - Doctor of Healthcare Administration Foundational Concepts	3 credits
	OR	
	DDHA 8011 - Doctor of Healthcare Administration Foundational Concepts*	
	Complete Residency 1 in order to advance into DDHA 8750, DDHA 8103, DDHA 8113, and DDHA 8703.	
	DDHA 8203 - Advanced Healthcare Operations Management	5 credits
Quarter 2	RSCH 8110 - Research Theory, Design, and Methods	5 credits
	DDHA 9003 - Doctoral Study Seminar I	1 credits

Quarter	Course	Credits
Quarter 3	DDHA 8750 - Trends and Issues in Executive Level Management	5 credits
	for	5 credits
	Healthcare Administrators	1 credits
	DDHA 8103 - Advanced Healthcare Quality and Risk Management	
	DDHA 9013 - Doctoral Study Seminar II	
Quarter 4	DDHA 8113 - Advanced Concepts in Healthcare Leadership	5 credits
	DDHA 9023 - Doctoral Study Seminar III	1 credits
Quarter 5	DDHA 8703 - Advanced Health Analytics and Data-Driven Decision Making	5 credits
	DDHA 9033 - Doctoral Study Seminar IV	1 credits
Quarter 6	DDHA 8503 - Strategic Management and System Thinking	5 credits
	DDHA 9043 - Doctoral Study Seminar V	1 credits
Quarter 7	DDHA 8303 - Research Methods for Healthcare Administrators	5 credits
	Complete Residency 2 after successful completion of both Residency 1 and DDHA 9003 - Doctoral Study Seminar I and prior to DDHA 9000 - Healthcare Administration Doctoral Study.	
Quarter 8	DDHA 9000 - Healthcare Administration Doctoral Study	5 credits
ptional: Complete a DHA Intensive during your capstone.		
Quarter 9	DDHA 9000 - Healthcare Administration Doctoral Study	5 credits
Quarter 1	DDHA 9000 - Healthcare Administration Doctoral Study**	Continuous enrollment in 5 credits per term for a minimum of 3 terms; taken continuously until completion

*Students enrolling in a midterm start date will take a 6-week version of DOHA 8006 by itself in their first term.

**Students are continuously enrolled until completion of their doctoral study with final chief academic officer (CAO) approval. In general, students are continuously registered in the doctoral study course until they complete their capstone project and it is approved. This usually takes longer than the minimum required terms in the doctoral study course shell.

To complete a doctoral study, students must obtain the academic approval of several independent evaluators including their committee, the University Research Reviewer, and the Institutional Review Board; pass the Form and Style Review; gain approval at the oral defense stage; and gain final approval by the chief academic officer. Students must also publish their

doctoral study on ProQuest before their degree is conferred. Learn more about the doctoral study process by contacting a student success advisor.

Track 2

(For students who hold a master's degree in an academic discipline other than healthcare administration)

Minimum Degree Requirements

- Doctoral Writing Assessment
- Foundations courses (30 credits)
- Core courses (33 credits)
- Research methods courses (10 credits)
- Capstone Research (20 credits)
 - Five Doctoral Study Seminar courses (1 credits per term)
 - Capstone Completion writing course (5 credits per term for a minimum of 3 terms; taken continuously until completion)
- Two residencies
- **Optional:** Capstone Intensive

Curriculum

Foundations Courses (30 credits)

DOHA 8130 - Communications, Marketing, and Public Relations for Healthcare Administration Leaders (5 credits)

DOHA 8051 - The United States Healthcare Delivery System (5 credits) DOHA 8300 - Healthcare Financial

Management and Economics (5 credits) DOHA 8600 - Governance, Law, and Policy for Healthcare Leaders (5 credits) DOHA 8603 - Healthcare Informatics and Technology (5 credits)

DOHA 8400 - Human Resource Management for Healthcare Administrators (5 credits)

Core Courses (33 credits)

DOHA 8006 - Doctor of Healthcare Administration Foundational Concepts (3 credits)

OR

DOHA 8011 - Doctor of Healthcare Administration Foundational Concepts (3 credits)

AND

DOHA 8203 -Advanced Healthcare Operations Management (5 credits) DOHA 8103 -Advanced Healthcare Quality and Risk Management (5 credits) DOHA 8113 -Advanced Concepts in Healthcare Leadership (5 credits)

DOHA 8703 -Advanced Health Analytics and Data-Driven Decision Making (5 credits)

DOHA 8750 - Trends and Issues in Executive Level Management for Healthcare Administrators (5 credits)

DOHA 8503 - Strategic Management and System Thinking (5 credits)

Research Courses (10 credits)

RSCH 8110 - Research Theory, Design, and Methods* (5 credits)

- Students may take this as a non-degree course.

DOHA 8303 - Research Methods for Healthcare Administrators (5 credits)

Residency Requirements

- Residency 1 is required in order to advance into DOHA 8300, DOHA 8600, DOHA 8603, and DDHA8400.
- Complete Residency 2 after successful completion of both Residency 1 and DOHA 9003 - Doctoral Study Seminar I and prior to DOHA 9000 - Healthcare Administration Doctoral Study.

Completion of the Doctoral Capstone DOHA 9003 - Doctoral Study Seminar I (1 credits) DOHA 9013 -

Doctoral Study Seminar II (1 credits)

DOHA 9023 - Doctoral Study Seminar III (1 credits) DOHA 9033 - Doctoral Study Seminar IV (1 credits) DOHA 9043 -

Doctoral Study Seminar V (1 credits)

DOHA 9000 - Healthcare Administration Doctoral Study (5 credits per term for a minimum of three terms until completion)

Students are continuously enrolled in DOHA 9000 until completion of their capstone project with final chief academic officer (CAO) approval. In general, students are continuously registered in the doctoral study course until they complete their capstone project and it is approved. This usually takes longer than the minimum required terms in the doctoral study course shell.

To complete a doctoral study, students must obtain the academic approval of several independent evaluators including their committee, the University Research Reviewer, and the Institutional Review Board; pass the Form and Style Review; gain approval at the oral defense stage; and gain final approval by the chief academic officer. Students must also publish their doctoral study on ProQuest before their degree is conferred. Learn more about the doctoral study process by contacting a student success advisor.

Course Sequence

The recommended course sequence is as follows:

Quarter	Course	Credits
Quarter 1	DOHA 8006 - Doctor of Healthcare Administration Foundational Concepts	3 credits
	OR DOHA 8011 - Doctor of Healthcare Administration Foundational Concepts*	
	DOHA 8130 - Communications, Marketing, and Public Relations	5 credits
	for Healthcare Administration Leaders	
Quarter 2	RSCH 8110 - Research Theory, Design, and Methods DOHA	5 credits
	8051 - The United States Healthcare Delivery System	5 credits
	Complete Residency 1 in order to advance into DOHA 8300, DOHA 8600, DOHA 8603, and DOHA 8400.	

Quarter 3	DOHA 8300 - Healthcare Financial Management and Economics	5 credits
	DOHA 8600 - Governance, Law, and Policy for Healthcare	5 credits
	Leaders	
Quarter 4	DOHA 8603 - Healthcare Informatics and Technology	5 credits
	DOHA 8400 - Human Resource Management for Healthcare	5 credits
	Administrators	1 credits
	DOHA 9003 - Doctoral Study Seminar I	
Quarter 5	DOHA 8750 - Trends and Issues in Executive Level Management	5 credits
	for Healthcare Administrators	5 credits
	DOHA 8203 - Advanced Healthcare Operations Management	1 credits
	DOHA 9013 - Doctoral Study Seminar II	
Quarter 6	DOHA 8113 - Advanced Concepts in Healthcare Leadership	5 credits
	DOHA 8103 - Advanced Healthcare Quality and Risk Management	5 credits
	DOHA 9023 - Doctoral Study Seminar III	1 credits
Quarter 7	DOHA 8703 - Advanced Health Analytics and Data-Driven	5 credits
	Decision Making	1 credits
	DOHA 9033 - Doctoral Study Seminar IV	
	Complete Residency 2 after successful completion of both	
	Residency 1	
	and DOHA 9003 - Doctoral Study Seminar I and prior to DOHA	
	9000 - Healthcare Administration Doctoral Study.	
Quarter 8	DOHA 8503 - Strategic Management and System Thinking	5 credits
	DOHA 9043 - Doctoral Study Seminar V	1 credits
Quarter 9	DOHA 8303 - Research Methods for Healthcare Administrators	5 credits
Quarter 10	DOHA 9000 - Healthcare Administration Doctoral Study	5 credits
Optional: Complete a DHA Intensive during your capstone.		
Quarter 11	DOHA 9000 - Healthcare Administration Doctoral Study	5 credits
Quarter 1	DOHA 9000 - Healthcare Administration Doctoral Study**	Continuous enrollment in 5 credits per term for a minimum of 3 terms; taken continuously until completion

*Students enrolling in a midterm start date will take a 6-week version of DOHA 8006 by itself in their first term.

****Students are continuously enrolled until completion of their doctoral study with final chief academic officer (CAO) approval. In general, students are continuously registered in the doctoral study course until they complete their capstone project and it is approved. This usually takes longer than the minimum required terms in the dissertation/doctoral study course shell.**

To complete a doctoral study, students must obtain the academic approval of several independent evaluators including their committee, the University Research Reviewer, and the Institutional Review Board; pass the Form and Style Review; gain approval at the oral defense stage; and gain final approval by the chief academic officer. Students must also publish their dissertation on ProQuest before their degree is conferred. Learn more about the doctoral study process by contacting a student success advisor.

Doctoral Writing Assessment

Students who start or readmit to doctoral programs at Walden University in the university catalog for academic year 2017 or later will complete the university's required doctoral writing assessment. Designed to evaluate incoming doctoral students' writing skills, this assessment aims to help prepare incoming doctoral students to meet the university's expectations for writing at the doctoral level.

8-Year Maximum Time Frame

In general, students are continuously registered in the dissertation/doctoral study course until they complete their capstone project and it is approved. This usually takes longer than the minimum required terms in the dissertation/doctoral study course shell.

Students have up to 8 years to complete their doctoral degree requirements (see Enrollment Requirements in the student handbook). Students may petition to extend the 8-year maximum time frame, but an extension is not guaranteed.

Doctor of Information Technology (DIT) (Quarter)

For students beginning their program November 28, 2022 or later.

This program prepares students to address information technology-related challenges at the highest level of an organization. Students examine the latest advancements in technology and develop solutions for complex, real-world industry challenges. They also study ways to effectively communicate complex IT strategies to company executives and stakeholders. Coursework focuses on IT strategic analysis, information management, and human-computer interaction. The curriculum blends theory and practice through a variety of learning formats, including leadership simulations, seminar courses, a doctoral study, and residencies.

Learning Outcomes

Graduates of the Doctor of Information Technology (DIT) program will be prepared to:

1. Critically evaluate current research and best practices in the area of IT methods in organizations.
2. Analyze best practices and research to determine appropriate design of integrated IT systems.
3. Recommend IT strategies that support enterprise mission and objectives following tenets of professional, social, and ethical responsibility.
4. Demonstrate IT leadership skills at the team and enterprise levels.
5. Demonstrate the ability to communicate technical and business concepts to a range of audiences.
6. Demonstrate the ability to formulate project management, compliance, and sourcing of IT within an organization.
7. Conduct original research that contributes to professional and actionable knowledge in an applied environment.

Minimum Degree Requirements

- Doctoral Writing Assessment (0 credits)
- Foundation course (5 credits)
- Technical core courses (30 credits)
- Research sequence (14 credits)
- Specialization seminar/leadership courses (20 credits)
- Completion of Doctoral Study
 - a Three Doctoral Study Seminar courses (1 credits each)
 - a Doctoral mentoring course (0 semester credits)
 - a Doctoral study completion course (5 credits each term for a minimum of four terms; taken continuously until CAO approval)
 - Two academic residencies

Curriculum

Foundation Course (5 credits)

DITC 8000 - Foundations and Communications for Information Technology (5 credits)

Technical Core Courses (30 credits)

DITC 8225 - Technology Innovation and Change Management* (5 credits)

- Students may take this as a non-degree course.

DITC 8240 -Advanced Database Systems* (5 credits)

- Students may take this as a non-degree course.

DITC 8255 - Cyber Crime Prevention and Protection* (5 credits)

- Students may take this as a non-degree course.

DITC 8665 - Predictive Analytics for Decision Making* (5 credits)

- Students may take this as a non-degree course.

DITC 8250 - Requirements and Quality Engineering* (5 credits)

- Students may take this as a non-degree course.

DITC 8425 - Strategic Technology Management* (5 credits)

- Students may take this as a non-degree course.

Research Courses (14 credits)

DITC 8427 -Applied Research Methods - Qualitative and Quantitative* (4 credits)

- Students may take this as a non-degree course.

DITC 8437 - Quantitative Decision Making for Strategic Analysis* (5 credits)

- Students may take this as a non-degree course.

DITC 8447 - Qualitative and Case Study Research for Strategic Analysis* (5 credits)

- Students may take this as a non-degree course.

Specialization Courses (20 credits)

These courses are dependent upon the particular specialization. Please see the course list on each specialization page.

Changing specializations may increase a student's expected time-to-degree completion and cost.

✦ Specializations in Applied Information Technology

The Applied Information Technology specialization will augment IT professionals' current knowledge and understanding with specialized knowledge and skills concerning the domain of information technology.

Specialization Courses (20 credits)

Required Specialization Courses (15 credits)

DITC 8502 - Seminar in IT Systems, Software, and Management (5 credits) DITC 8503 - Seminar in Project Management (5 credits)

DITC 8504 - Seminar in Cloud and Grid Computing (5 credits)

Elective Course (5 credits)

Choose one course from the following list:

DITC 8501 - Seminar in Information Security (5 credits)

DITC 8201 - IT Leadership Simulator: Integrating Diverse Systems and Leading Technology (5 credits)

DITC 8202 - IT Leadership Simulator: Developing Proactive and Reactive Security Plans (5 credits)

DITC 8203 - IT Leadership Simulator: Leading IT in a Dynamic Environment (5 credits)

Course Sequence

The recommended course sequence is as follows:

Quarter	Course	Credits
Quarter 1	DITC 8000 - Foundations and Communications for Information Technology	5 credits
	DITC 8225 - Technology Innovation and Change Management	5 credits
	Complete Residency 1 as soon as you begin your program; required in order to advance into DITC 8427.	
Quarter 2	DITC 8240 - Advanced Database Systems	5 credits
	DITC 8255 - Cyber Crime Prevention and Protection	5 credits
Quarter 3	DITC 8665 - Predictive Analytics for Decision Making	5 credits
	DITC 8427 - Applied Research Methods - Qualitative and Quantitative	4 credits
	DITC 8930 - Research Questions and Frameworks	1 credits
Complete Residency 2 during your research methodology courses; required in order to advance into specialization courses and DITC 8100.		
Quarter 4	DITC 8250 - Requirements and Quality Engineering	5 credits
	DITC 8437 - Quantitative Decision Making for Strategic Analysis	5 credits
	DITC 8940 - Methods and Alignment	1 credits
Quarter 5	DITC 8425 - Strategic Technology Management	5 credits
	DITC 8447 - Qualitative and Case Study Research for Strategic Analysis	5 credits
	DITC 8950 - Transition to the Capstone	1 credits
Quarter 6	DITC 8502 - Seminar in IT Systems, Software, and Management	5 credits
	DITC 8100 - Doctoral Study Mentoring	0 credits
Quarter 7	DITC 8503 - Seminar in Project Management	5 credits
	DITC 8100 - Doctoral Study Mentoring	0 credits
Quarter 8	DITC 8504 - Seminar in Cloud and Grid Computing	5 credits
	DITC 8100 - Doctoral Study Mentoring	0 credits
Quarter 9	Elective	5 credits
	DITC 8100 - Doctoral Study Mentoring	0 credits
Quarter 1	DITC 9000 - Doctoral Study Completion	5 credits per term for a minimum of 4 terms; Continuous enrollment until completion of Doctoral Study*
<p>Optional: Complete a DIT Doctoral Study Intensive during DITC 9000. Contact Student Success Advising to register.</p>		

Quarter 1	DITC 9000 - Doctoral Study Completion	5 credits per term for a minimum of 4 terms; Continuous enrollment until completion of Doctoral Study*
Quarter 1	DITC 9000 - Doctoral Study Completion	5 credits per term for a minimum of 4 terms; Continuous enrollment until completion of Doctoral Study*

Quarter	Course	Credits
13+ Quarter	DITC 9000 - Doctoral Study Completion	5 credits per term for a minimum of 4 terms; Continuous enrollment until completion of Doctoral Study*

* Students take this course for a minimum of four terms and are continuously enrolled until completion of their doctoral study with final chief academic officer (CAO) approval.

To complete a doctoral study, students must obtain the academic approval of several independent evaluators including their committee, the University Research Reviewer, and the Institutional Review Board; pass the Form and Style Review; gain approval at the oral defense stage; and gain final approval by the chief academic officer. Students must also publish their doctoral study on ProQuest before their degree is conferred. Learn more about the doctoral study process in the DIT Process Guide.

+ Specialization in Information Technology Leadership

The Information Technology Leadership specialization will allow IT professionals to prepare to move into high-level professional leadership positions by focusing on simulated activities fitting for a CIO.

Specialization Courses (20 credits)

Required Specialization Courses (15 credits)

DITC 8201 - IT Leadership Simulator: Integrating Diverse Systems and Leading Technology (5 credits)

DITC 8202 - IT Leadership Simulator: Developing Proactive and Reactive Security Plans (5 credits)

DITC 8203 - IT Leadership Simulator: Leading IT in a Dynamic Environment (5 credits)

Elective Course (5 credits)

Choose one course from the following list:

DITC 8501 - Seminar in Information Security (5 credits)

DITC 8502 - Seminar in IT Systems, Software, and Management (5 credits) DITC 8503 - Seminar in Project

Management

DITC 8504 - Seminar in Cloud and Grid Computing (5 credits)

Course Sequence

The recommended course sequence is as follows:

Quarter	Course	Credits
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Quarter 1	DITC 8000 - Foundations and Communications for Information Technology	5 credits
	DITC 8225 - Technology Innovation and Change Management	5 credits
Complete Residency 1 as soon as you begin your program; required in order to advance into DITC 8427.		
Quarter 2	DITC 8240 - Advanced Database Systems	5 credits
	DITC 8255 - Cyber Crime Prevention and Protection	5 credits
Quarter 3	DITC 8665 - Predictive Analytics for Decision Making	5 credits
	DITC 8427 - Applied Research Methods - Qualitative and Quantitative	4 credits
	DITC 8930 - Research Questions and Frameworks	1 credits
Complete Residency 2 during your research methodology courses; required in order to advance into specialization courses and DITC 8100.		
Quarter 4	DITC 8250 - Requirements and Quality Engineering	5 credits
	DITC 8437 - Quantitative Decision Making for Strategic Analysis	5 credits
	DITC 8940 - Methods and Alignment	1 credits
Quarter 5	DITC 8425 - Strategic Technology Management	5 credits
	DITC 8447 - Qualitative and Case Study Research for Strategic Analysis	5 credits
	DITC 8950 - Transition to the Capstone	1 credits
Quarter 6	DITC 8201 - IT Leadership Simulator: Integrating Diverse Systems and Leading Technology	5 credits
	DITC 8100 - Doctoral Study Mentoring	0 credits
Quarter 7	DITC 8202 - IT Leadership Simulator: Developing Proactive and Reactive Security Plans	5 credits
	DITC 8100 - Doctoral Study Mentoring	0 credits
Quarter 8	DITC 8203 - IT Leadership Simulator: Leading IT in a Dynamic Environment	5 credits
	DITC 8100 - Doctoral Study Mentoring	0 credits
Quarter 9	Elective	5 credits
	DITC 8100 - Doctoral Study Mentoring	0 credits
Quarter 1	DITC 9000 - Doctoral Study Completion	5 credits per term for a minimum of 4 terms; Continuous enrollment until completion of Doctoral Study*
<p>Optional: Complete a DIT Doctoral Study Intensive during DITC 9000. Contact Student Success Advising to register.</p>		

Quarter 1	DITC 9000 - Doctoral Study Completion	5 credits per term for a minimum of 4 terms; Continuous enrollment until completion of Doctoral Study*
Quarter 1	DITC 9000 - Doctoral Study Completion	5 credits per term for a minimum of 4 terms; Continuous enrollment until completion of Doctoral Study*
Quarter	Course	Credits
13+ Quarter	DITC 9000 - Doctoral Study Completion	5 credits per term for a minimum of 4 terms; Continuous enrollment until completion of Doctoral Study*

* Students take this course for a minimum of four terms and are continuously enrolled until completion of their doctoral study with final chief academic officer (CAO) approval.

To complete a doctoral study, students must obtain the academic approval of several independent evaluators including their committee, the University Research Reviewer, and the Institutional Review Board; pass the Form and Style Review; gain approval at the oral defense stage; and gain final approval by the chief academic officer. Students must also publish their doctoral study on ProQuest before their degree is conferred. Learn more about the doctoral study process in the DIT Process Guide.

Completion of the Doctoral Study

DITC 8930 - Research Questions and Frameworks (1 credits) DITC 8940 - Methods and Alignment (1 credits)

DITC 8950 - Transition to the Capstone (1 credits)

DITC 8100 - Doctoral Study Mentoring (0 credits) DITC 9000 - Doctoral Study Completion (5 credits)

Residency Requirements

- Complete Residency 1 as soon as you begin your program; required in order to advance into DITC 8427.
- Complete Residency 2 during your research methodology courses; required in order to advance into specialization courses and DITC 8100.

- **Optional:** Complete a DIT Doctoral Study Intensive during DITC 9000. Contact Student Success Advising to register.

Course Sequence

The recommended course sequence is as follows:

Quart	Course	Credits
Quarter 1	DITC 8000 - Foundations and Communications for Information Technology	5 credits
	DITC 8225 - Technology Innovation and Change Management	5 credits
Complete Residency 1 as soon as you begin your program; required in order to advance into DITC 8427.		
Quarter 2	DITC 8240 - Advanced Database Systems	5 credits
	DITC 8255 - Cyber Crime Prevention and Protection	5 credits
Quarter 3	DITC 8665 - Predictive Analytics for Decision Making	5 credits
	DITC 8427 - Applied Research Methods - Qualitative and Quantitative	4 credits
	DITC 8930 - Research Questions and Frameworks	1 credits
Complete Residency 2 during your research methodology courses; required in order to advance into specialization courses and DITC 8100.		
Quarter 4	DITC 8250 - Requirements and Quality Engineering	5 credits
	DITC 8437 - Quantitative Decision Making for Strategic Analysis	5 credits
	DITC 8940 - Methods and Alignment	1 credits
Quarter 5	DITC 8425 - Strategic Technology Management	5 credits
	DITC 8447 - Qualitative and Case Study Research for Strategic Analysis	5 credits
	DITC 8950 - Transition to the Capstone	1 credits
Quarter 6	Specialization Course 1	5 credits
	DITC 8100 - Doctoral Study Mentoring	0 credits
Quarter 7	Specialization Course 2	5 credits
	DITC 8100 - Doctoral Study Mentoring	0 credits
Quarter 8	Specialization Course 3	5 credits
	DITC 8100 - Doctoral Study Mentoring	0 credits
Quarter 9	Elective	5 credits
	DITC 8100 - Doctoral Study Mentoring	0 credits
Quarter 10	DITC 9000 - Doctoral Study Completion	5 credits per term for a minimum of 4 terms; Continuous enrollment until completion of Doctoral Study*
<p>Optional: Complete a DIT Doctoral Study Intensive during DITC 9000. Contact Student Success Advising to register.</p>		

Quarter 1	DITC 9000 - Doctoral Study Completion	5 credits per term for a minimum of 4 terms; Continuous enrollment until completion of Doctoral Study*
Quarter 12	DITC 9000 - Doctoral Study Completion	5 credits per term for a minimum of 4 terms; Continuous enrollment until completion of Doctoral Study*
Quarter 13+	DITC 9000 - Doctoral Study Completion	5 credits per term for a minimum of 4 terms; Continuous enrollment until completion of Doctoral Study*

* Students take this course for a minimum of four terms and are continuously enrolled until completion of their doctoral study with final chief academic officer (CAO) approval.

To complete a doctoral study, students must obtain the academic approval of several independent evaluators including their committee, the University Research Reviewer, and the Institutional Review Board; pass the Form and Style Review; gain approval at the oral defense stage; and gain final approval by the chief academic officer. Students must also publish their doctoral study on ProQuest before their degree is conferred. Learn more about the doctoral study process in the DIT Process Guide.

Doctoral Writing Assessment

Students who start or readmit to doctoral programs at Walden University in the university catalog for academic year 2017 or later will complete the university's required doctoral writing assessment. Designed to evaluate incoming doctoral students' writing skills, this assessment aims to help prepare incoming doctoral students to meet the university's expectations for writing at the doctoral level.

8-Year Maximum Time Frame

In general, students are continuously registered in the dissertation/doctoral study course until they complete their capstone project and it is approved. This usually takes longer than the minimum required terms in the dissertation/doctoral study course shell.

Students have up to 8 years to complete their doctoral degree requirements (see Enrollment Requirements in the student handbook). Students may petition to extend the 8-year maximum time frame, but an extension is not guaranteed.

Doctor of Information Technology (DIT) (Semester)

For students beginning their program prior to November 28, 2022.

This program prepares students to address information technology-related challenges at the highest level of an organization. Students examine the latest advancements in technology and develop solutions for complex, real-world industry challenges. They also study ways to effectively communicate complex IT strategies to company executives and stakeholders. Coursework focuses on IT strategic analysis, information management, and human-computer interaction. The curriculum blends theory and practice through a variety of learning formats, including leadership simulations, seminar courses, a doctoral study, and residencies.

Learning Outcomes

Graduates of the Doctor of Information Technology (DIT) program will be prepared to:

1. Critically evaluate current research and best practices in the area of IT methods in organizations.
2. Analyze best practices and research to determine appropriate design of integrated IT systems.
3. Recommend IT strategies that support enterprise mission and objectives following tenets of professional, social, and ethical responsibility.
4. Demonstrate IT leadership skills at the team and enterprise levels.
5. Demonstrate the ability to communicate technical and business concepts to a range of audiences.
6. Demonstrate the ability to formulate project management, compliance, and sourcing of IT within an organization.
7. Conduct original research that contributes to professional and actionable knowledge in an applied environment.

Minimum Degree Requirements

- Doctoral Writing Assessment (0 credits)
- Foundation course (3 semester credits)
- Technical core courses (18 semester credits)
- Research sequence (10 semester credits)
- Specialization seminar/leadership courses (15 semester credits)
- Completion of Doctoral Study
 - a Doctoral mentoring course (0 semester credits)
 - a Doctoral study completion course (3 semester credits each term for a minimum of five terms until completion, with two 8-week terms taken per semester)
- Two academic residencies

Curriculum

Foundation Course (3 semester credits)

ITEC 8000 - Foundations and Communications for Information Technology (3 semester credits)

Technical Core Courses (18 semester credits)

ITEC 8240 -Advanced Database Systems (3 semester credits)

ITEC 8665 - Predictive Analytics for Decision Making (3 semester credits) ITEC 8255 - Cyber Crime Prevention and Protection (3 semester credits)

ITEC 8225 - Technology Innovation and Change Management (3 semester credits)

ITEC 8250 - Requirements and Quality Engineering (3 semester credits) ITEC 8425 - Strategic Technology Management (3 semester credits)

Research Courses (10 semester credits)

ITEC 8427 -Applied Research Methods-Qualitative and Quantitative (3 semester credits) ITEC 8437 - Quantitative Decision Making for Strategic Analysis* (3 semester credits)

ITEC 8447 - Qualitative and Case Study Research for Strategic Analysis* (4 semester credits)

Specialization Seminar/Leadership Courses (15 semester credits)

These courses are dependent upon the particular specialization. Please see the course list on each specialization page. Changing specializations may increase a student's expected time-to-degree completion and cost.

+ Specializations in Applied Information Technology

The Applied Information Technology specialization will augment IT professionals' current knowledge and understanding with specialized knowledge and skills concerning the domain of information technology.

Specialization Seminar/Leadership Courses (15 semester credits)

Primary Seminar Courses

Students in this specialization take all three of these courses.

ITEC 8502 - Seminar in IT Systems, Software, and Management (3 semester credits) ITEC 8503 - Seminar in Project Management (3 semester credits)

ITEC 8504 - Seminar in Cloud and Grid Computing (3 semester credits)

Elective Seminar/Leadership Courses

Choose two courses from the following list:

ITEC 8201 - IT Leadership Simulator: Integrating Diverse Systems and Leading Technology (3 semester credits)

ITEC 8202 - IT Leadership Simulator: Developing Proactive and Reactive Security Plans (3 semester credits)

ITEC 8203 - IT Leadership Simulator: Leading IT in a Dynamic Environment (3 semester credits) ITEC 8501 - Seminar in Information Security (3 semester credits)

ITEC 8506 - IoT Security and Forensics Seminar (3 semester credits) ITEC 8507 - Blockchain in Cybersecurity Seminar (3 semester credits) ITEC 8509 - Multivariate Analysis Seminar (3 semester credits)

ITEC 8510 - Modeling, Optimization, and Application in Data Science Seminar (3 semester credits) ITEC 8513 - Middleware for Networked and Distributed Systems Seminar (3 semester credits) ITEC 8514 - Requirements and Quality Engineering Seminar (3 semester credits)

+ Specialization in Information Technology Leadership

The Information Technology Leadership specialization will allow IT professionals to prepare to move into high-level professional leadership positions by focusing on simulated activities fitting for a CIO.

Specialization Courses (15 semester credits)

Primary Leadership Courses

Students in this specialization take all three of these courses.

ITEC 8201 - IT Leadership Simulator: Integrating Diverse Systems and Leading Technology (3 semester credits)

ITEC 8202 - IT Leadership Simulator: Developing Proactive and Reactive Security Plans (3 semester credits)

ITEC 8203 - IT Leadership Simulator: Leading IT in a Dynamic Environment (3 semester credits)

Elective Seminar Courses

Choose two courses from the following list:

ITEC 8501 - Seminar in Information Security (3 semester credits)

ITEC 8502 - Seminar in IT Systems, Software, and Management (3 semester credits) ITEC 8503 - Seminar in Project Management (3 semester credits)

ITEC 8504 - Seminar in Cloud and Grid Computing (3 semester credits)

ITEC 8506 - IoT Security and Forensics Seminar (3 semester credits) ITEC 8507 - Blockchain in Cybersecurity Seminar (3 semester credits) ITEC 8509 - Multivariate Analysis Seminar (3 semester credits)

ITEC 8510 - Modeling, Optimization, and Application in Data Science Seminar (3 semester credits)

ITEC 8513 - Middleware for Networked and Distributed Systems Seminar (3 semester credits) ITEC 8514 - Requirements and Quality Engineering Seminar (3 semester credits)

Completion of the Doctoral Study

ITEC 8100 - Doctoral Study Mentoring (0 semester credits; five 8-week terms of enrollment to be taken along with the specialization seminar/leadership courses)

ITEC 9000 - Doctoral Study Completion (continuous enrollment in 3 semester credits per term for a minimum of five terms until completion, with two 8-week terms taken per semester)

Residency Requirements

- Complete Residency 1 as soon as you begin your program; required in order to advance into ITEC 8427.
- Complete Residency 2 during your research methodology courses; required in order to advance into specialization seminar/leadership courses and ITEC 8100.
- **Optional:** Complete a DIT Doctoral Study Intensive any time after completing the first ITEC 8100. Contact Student Success Advising to register.

Course Sequence

The recommended course sequence is as follows:

Semester	Course	Credits
Semester 1	ITEC 8000 - Foundations and Communications for Information	3 semester credits

Technology		
	ITEC 8240 - Advanced Database Systems	3 semester credits
Complete Residency 1 as soon as you begin your program; required in order to advance into ITEC 8427.		
Semester 2	ITEC 8665 - Predictive Analytics for Decision Making	3 semester credits
	ITEC 8255 - Cyber Crime Prevention and Protection	3 semester credits
Semester 3	ITEC 8225 - Technology Innovation and Change Management	3 semester credits
	ITEC 8250 - Requirements and Quality Engineering	3 semester credits
Semester 4	ITEC 8425 - Strategic Technology Management	3 semester credits
	ITEC 8427 - Applied Research Methods-Qualitative and Quantitative	3 semester credits
Complete Residency 2 during your research methodology courses; required in order to advance into specialization seminar/leadership courses and ITEC 8100.		
Semester 5	ITEC 8437 - Quantitative Decision Making for Strategic Analysis	3 semester credits
	ITEC 8447 - Qualitative and Case Study Research for Strategic Analysis	4 semester credits
Semester 6	Specialization Seminar/Leadership Course 1 and ITEC 8100 - Doctoral Study Mentoring	3 semester credits 0 semester credits
	Specialization Seminar/Leadership Course 2 and ITEC 8100 - Doctoral Study Mentoring	3 semester credits 0 semester credits
Semester 7	Specialization Seminar/Leadership Course 3 and ITEC 8100 - Doctoral Study Mentoring	3 semester credits 0 semester credits
	Specialization Seminar/Leadership Course 4 and ITEC 8100 - Doctoral Study Mentoring	3 semester credits 0 semester credits

Semester 8	Specialization Seminar/Leadership Course 5 and ITEC 8100 - Doctoral Study Mentoring	3 semester credits 0 semester credits
Optional: Complete a DIT Doctoral Study Intensive during ITEC 9000. Contact Student Success Advising to register.		
	ITEC 9000 - Doctoral Study Completion*	3 semester credits per term; take continuously until completion
Semester 9+	ITEC 9000 - Doctoral Study Completion*	3 semester credits per term; take continuously until completion

* Students take this course for a minimum of five terms and are continuously enrolled until completion of their doctoral study with final chief academic officer (CAO) approval.

To complete a doctoral study, students must obtain the academic approval of several independent evaluators including their committee, the University Research Reviewer, and the Institutional Review Board; pass the Form and Style Review; gain approval at the oral defense stage; and gain final approval by the chief academic officer. Students must also publish their doctoral study on ProQuest before their degree is conferred. Learn more about the doctoral study process in the **DIT** Process Guide.

Doctoral Writing Assessment

Students who start or readmit to doctoral programs at Walden University in the university catalog for academic year 2017 or later will complete the university's required doctoral writing assessment. Designed to evaluate incoming doctoral students' writing skills, this assessment aims to help prepare incoming doctoral students to meet the university's expectations for writing at the doctoral level.

8-Year Maximum Time Frame

In general, students are continuously registered in the dissertation/doctoral study course until they complete their capstone project and it is approved. This usually takes longer than the minimum required terms in the dissertation/doctoral study course shell.

Students have up to 8 years to complete their doctoral degree requirements (see Enrollment Requirements in the student handbook). Students may petition to extend the 8-year maximum time frame, but an extension is not guaranteed.

PhD in Health Services

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

Learning Outcomes

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

1. Accurately evaluate the efficiency and effectiveness of healthcare policy in a dynamic healthcare environment.
2. Lead and inform the professional dialogue on key health services issues.
3. Design, conduct, and analyze studies of economic evaluation in healthcare.
4. Apply critical-thinking skills to the analysis of controversial issues and conflicting perspectives associated with healthcare ethics and law.
5. Identify and mobilize human and institutional resources and services to meet the health services needs of diverse communities and populations.
6. Engage in scientific inquiry that advances the knowledge base of research and practice in health services.

Minimum Degree Requirements

- Doctoral Writing Assessment
- Foundation course (3 credits)
- Core courses (30 credits)
- Research courses (20 credits)
- Specialization courses (20 credits)
- Electives (8-10 credits)
- Dissertation Preparation course (5 credits)
- Proposal, dissertation, and oral presentation (20 credits min.-120 credits [8 yr. max.])
 - Dissertation writing courses (continuous enrollment in 5 credits per term for a minimum of 4 terms until completion)
- Four PhD residencies

Curriculum

Foundation Course (3 credits)

HLTH 8003 - Building a Multidisciplinary Approach to Health* (3 credits)

- Students may take this as a non-degree course.

Core Courses (30 credits)

HLTH 8051 - Contemporary Topics in the U.S. Healthcare Delivery* (5 credits)

- Students may take this as a non-degree course.

HLTH 8201 - Principles of Population Health in Healthcare Administration* (5 credits)

- Students may take this as a non-degree course.

HLTH 8300 - Law, Ethics, and Policy in Healthcare Administration* (5 credits)

- Students may take this as a non-degree course.

HLTH 8401 - Healthcare Financial Management and Economics* (5 credits)

- Students may take this as a non-degree course.

HLTH 8500 - Human Resources Management and Organizational Development and Leadership for Healthcare Administrators* (5 credits)

- Students may take this as a non-degree course.

HLTH 8800 - Marketing Management and Business Communication* (5 credits)

- Students may take this as a non-degree course.

Research Courses (20 credits)

Advanced Research Course (5 credits)

All PhD students are required to complete one advanced-level research course that mirrors the methodology of their intended dissertations. The university offers three advanced courses; individual programs may have other advanced options. Students should refer to their specific programs of study to determine program-specific requirements. One of the following three courses is required:

RSCH 8260 -Advanced Quantitative Reasoning and Analysis (5 credits) RSCH 8360 -Advanced Qualitative Reasoning and Analysis (5 credits) RSCH 8460 -Advanced Mixed-Methods Reasoning and Analysis (5 credits)
Foundation Research Sequence (15 credits)

Courses composing the Foundation Research Sequence are conducted online and require weekly readings, participation in discussions, and assignment completion. Course instructors guide discussions and evaluate discussion and application assignments. **RSCH 8100 or 8110** must be completed prior to Residency 2 of the academic residencies. **RSCH 8200 or 8210** and **RSCH 8300 or 8310** must be completed prior to beginning the dissertation or attending Residency 3.

RSCH 8110 - Research Theory, Design, and Methods* (5 credits)

- Students may take this as a non-degree course.

RSCH 8210 - Quantitative Reasoning and Analysis* (5 credits)

- Students may take this as a non-degree course.

RSCH 8310 - Qualitative Reasoning and Analysis* (5 credits)

- Students may take this as a non-degree course.

Specialization Courses (20 credits)

These courses are dependent upon the particular specialization. Please see the course list on each specialization page.

+ Specialization in Community Health

The Community Health specialization prepares students to promote health, reduce risk factors, and influence community leadership to support healthful conditions among diverse populations. Students will examine leadership principles, health education policies, and social and behavioral change theories that underpin effective community health education and advocacy, with consideration given to the planning and organization of health programs and the use of mass communications media and marketing strategies in support of these efforts. Throughout the course of their dissertation, students will be supported by scholar-practitioner faculty members as they pursue individual research in an interest area of community health.

Learning Outcomes

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

1. Accurately evaluate the efficiency and effectiveness of healthcare policy in a dynamic healthcare environment.
2. Lead and inform the professional dialogue on key health services issues.
3. Design, conduct, and analyze studies of economic evaluation in healthcare.
4. Apply critical-thinking skills to the analysis of controversial issues and conflicting perspectives associated with healthcare ethics and law.
5. Identify and mobilize human and institutional resources and services to meet the health services needs of diverse communities and populations.
6. Engage in scientific inquiry that advances the knowledge base of research and practice in health services.
7. Demonstrate an understanding of global community health education programs, strategies, and campaigns.

Specialization Courses

HLTH 8050 - Global Health and Issues in Disease Prevention* (5 credits)

- Students may take this as a non-degree course.

HLTH 8142 - Communication and Social Marketing Strategies for Public Health Leaders* (5 credits)

- Students may take this as a non-degree course.

HLTH 8440 -Application of Public Health and Behavior Change Theories* (5 credits)

- Students may take this as a non-degree course.

HLTH 8450 - Community Health Assessment* (5 credits)

- Students may take this as a non-degree course.

+ Specialization in Healthcare Administration

The Healthcare Administration specialization prepares students to administer healthcare programs and services through the application of best practices in leadership, professionalism, ethics, and strategic planning. Students will examine the principles of social justice implicit in healthcare decisions and practice, as well as the theoretical underpinnings of governance and public policy in their chosen area of specialization, with an emphasis on collaborative and effective approaches to working with diverse workforces and communities. Throughout the course of their dissertation, students will be supported by scholar-practitioner faculty members.

Learning Outcomes

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

1. Accurately evaluate the efficiency and effectiveness of healthcare policy in a dynamic healthcare environment.
2. Lead and inform the professional dialogue on key health services issues.
3. Design, conduct, and analyze studies of economic evaluation in healthcare.
4. Apply critical-thinking skills to the analysis of controversial issues and conflicting perspectives associated with healthcare ethics and law.
5. Identify and mobilize human and institutional resources and services to meet the health services needs of diverse communities and populations.
6. Engage in scientific inquiry that advances the knowledge base of research and practice in health services.
7. Demonstrate effective approaches to leadership, strategic planning, governance, and public policy needed in health services.

Specialization Courses

HLTH 8031 - Public Health Administration and Leadership* (5 credits)

- Students may take this as a non-degree course.

HLTH 8750 - Trends and Issues in Executive Level Management for Healthcare Administrators* (5 credits)

- Students may take this as a non-degree course.

HLTH 8112 - Governance and Public Policy* (5 credits)

- Students may take this as a non-degree course.

HLTH 8465 - Strategic Planning: Collaboration, Cooperation, and Coordination* (5 credits)

- Students may take this as a non-degree course.

† Specialization in Leadership

The Leadership specialization prepares students to be healthcare leaders who can work effectively with diverse workforces and communities under varying political and economic conditions by utilizing competencies in organizational change management, team building, mediation, collaboration, and systems thinking and planning. Students will examine the theoretical underpinnings of leadership and ethics, as well as the professional attributes, skills, styles, and strategies required advancing public health goals. The use of dynamic language techniques by leadership will be explored, providing students with a practical foundation for motivating, inspiring, and managing their organizations through effective communication. Throughout the course of their dissertation, students will be supported by scholar-practitioner faculty members as they pursue individual research in an interest area of healthcare leadership.

Learning Outcomes

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

1. Accurately evaluate the efficiency and effectiveness of healthcare policy in a dynamic healthcare environment.
2. Lead and inform the professional dialogue on key health services issues.

3. Design, conduct, and analyze studies of economic evaluation in healthcare.
4. Apply critical-thinking skills to the analysis of controversial issues and conflicting perspectives associated with healthcare ethics and law.
5. Identify and mobilize human and institutional resources and services to meet the health services needs of diverse communities and populations.
6. Engage in scientific inquiry that advances the knowledge base of research and practice in health services.
7. Analyze leadership theories, concepts, and tools that provide the foundation for health services decision making.

Specialization Courses

HLTH 8031 - Public Health Administration and Leadership* (5 credits)

- Students may take this as a non-degree course.

HLTH 8750 - Trends and Issues in Executive Level Management for Healthcare Administrators* (5 credits)

- Students may take this as a non-degree course.

HLTH 8111 - Leadership and Organizational Change* (5 credits)

- Students may take this as a non-degree course.

HLTH 8392 - The Language of Leadership* (5 credits)

- Students may take this as a non-degree course.

+ Specialization in Public Health Policy

The Public Health Policy specialization prepares students to design, implement, manage, and influence public health policy at the local, state, and federal levels. Students will explore how scientific data can be used in the formulation of policy recommendations and the drafting of legislation and ordinances that promote the equitable distribution of health resources and the reduction of health risk, with consideration given to the factors that influence and improve the health outcomes of individuals as well as populations. Microeconomic and macroeconomic models and the influence of public finance on policy choices will be examined, as will the tools and techniques used by policy makers and analysts to evaluate the impact of social programs. Throughout the course of their dissertation, students will be supported by scholar-practitioner faculty as they pursue individual research in an interest area of public health policy.

Learning Outcomes

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

1. Accurately evaluate the efficiency and effectiveness of healthcare policy in a dynamic healthcare environment.
2. Lead and inform the professional dialogue on key health services issues.
3. Design, conduct, and analyze studies of economic evaluation in healthcare.
4. Apply critical-thinking skills to the analysis of controversial issues and conflicting perspectives associated with healthcare ethics and law.

5. Identify and mobilize human and institutional resources and services to meet the health services needs of diverse communities and populations.
6. Engage in scientific inquiry that advances the knowledge base of research and practice in health services.
7. Design, implement, and evaluate public health policy.

Specialization Courses

HLTH 8127 - Public Health Policy, Politics and Progress* (5 credits)

- Students may take this as a non-degree course.

HLTH 8451 - Public Policy Analysis (5 credits)

HLTH 8431 - Finance and Budgeting for the Public Sector* (5 credits)

- Students may take this as a non-degree course.

HLTH 8475-Advanced Program Implementation and Evaluation (5 credits)

+ Specialization in Self-Designed

Healthcare professionals who are interested in pursuing an area that does not quite fit among the specializations currently offered through the program may develop their own specialization by choosing a selection of courses from all specializations listed above. Throughout the course of their dissertation, students will be supported by scholar-practitioner faculty as they pursue individual research in an interest area approved by the faculty chair.

Specialization Curriculum

Students will select four courses for the Self-Designed specialization.

Specialization Courses (20 credits)

Choose three:

HLTH 8750 - Trends and Issues in Executive Level Management for Healthcare Administrators* (5 credits)

- Students may take this as a non-degree course.

HLTH 8142 - Communication and Social Marketing Strategies for Public Health Leaders* (5 credits)

- Students may take this as a non-degree course.

HLTH 8050 - Global Health and Issues in Disease Prevention* (5 credits)

- Students may take this as a non-degree course.

HLTH 8450 - Community Health Assessment* (5 credits)

- Students may take this as a non-degree course.

Choose one:

Select one course from any PhD in Health Services specialization.

Elective Courses (8-10 credits)

Select two elective courses from other doctoral-level programs with the approval of the program director.

Dissertation Preparation (5 credits)

HLTH 8551 - Preparing for Dissertation (5 credits)

Completion of the Dissertation (minimum of 20 credits)

- Dissertation Writing Courses

HLTH 9001 - Health Services Dissertation (5 credits per term for a minimum of four terms until completion)

Students take this course for a minimum of four quarters and are continuously enrolled until completion of their dissertation with final chief academic officer (CAO) approval. In general, students are continuously registered in the dissertation/doctoral study course until they complete their capstone project and it is approved. This usually takes longer than the minimum required terms in the dissertation/doctoral study course shell.

To complete a doctoral dissertation, students must obtain the academic approval of several independent evaluators including their committee, the University Research Reviewer, and the Institutional Review Board; pass the Form and Style Review; gain approval at the oral defense stage; and gain final approval by the chief academic officer. Students must also publish their dissertation on ProQuest before their degree is conferred. Learn more about the dissertation process in the Dissertation Guidebook.

Residency Requirements

Complete Residency 1 in Term 1; required in order to advance into RSCH 8110 in Term 2.

- Complete Residency 2 between Terms 2 and 5; required in order to advance into HLTH 8551.
- Complete Residency 3 between Terms 6 and 7; required in order to advance into HLTH 9001.
- Complete Residency 4 after your prospectus is approved and you are enrolled in EDUC 9000 or EDPD 8990, complete residency 4 during your third year or beyond as:
 - Residency 4 General (RESI 8404) OR
 - Residency 4 Proposal Writing (RESI 84040) OR
 - Residency 4 Methods & Data Collection: Qualitative (RESI 8404R) OR
 - Residency 4 Methods & Data Collection: Quantitative (RESI 8404S) OR
 - Residency 4 Publishing & Presenting (RESI 8404T) OR
 - a dissertation intensive (DRWI 8500). Contact Student Success Advising to register. **Note: Intensives are not included in Fast Track tuition.**
- **Optional:** Complete a PhD dissertation intensive (DRWI 8500) during your dissertation. Contact Student Success Advising to register.

PhD in Health Services for MHA Graduates

Students who hold a Master of Healthcare Administration (MHA) degree now have the opportunity to complete Walden's PhD in Health Services in less time. The special program of study recognizes the academic progress previously achieved with an MHA degree and waives 30 credits of core courses and one elective course required for the PhD in Health Services, significantly reducing the time and money needed to complete the doctoral degree.

The program is available to current students and alumni of the Walden MHA program, as well as to students who hold an MHA degree from another accredited university.

Degree Requirements for Students Who Hold an MHA Degree

- Doctoral Writing Assessment
- Foundation course (3 credits)
- Research courses (20 credits)

- Specialization courses (20 credits)
- Electives (4-5 credits)
- Dissertation preparation course (HLTH 8551; 5 credits)
- Completion of Dissertation
- a Dissertation writing courses (continuous enrollment in 5 credits per term for a minimum of 4 terms until completion)
 - Four PhD residencies

Course Sequences

Course Sequence

The recommended course sequence is as follows:

Quarter	Course	Credits
1	HLTH 8003 - Building a Multidisciplinary Approach to Health	3 credits
	HLTH 8051 - Contemporary Topics in the U.S. Healthcare Delivery	5 credits
	Complete Residency 1 in Term 1; required in order to advance into RSCH 8110 in Term 2.	0 credits
	DRWA 8000G - Doctoral Writing Assessment	0 credits
2	HLTH 8500 - Human Resources Management and Organizational Development and Leadership for Healthcare Administrators	5 credits
	RSCH 8110 - Research Theory, Design, and Methods	5 credits
Complete Residency 2 between Terms 2 and 5; required in order to advance into HLTH 8551.		
Quarter	HLTH 8401 - Healthcare Financial Management and Economics	5 credits
	HLTH 8300 - Law, Ethics, and Policy in Healthcare Administration	5 credits
Quarter	RSCH 8210 - Quantitative Reasoning and Analysis	5 credits
	HLTH 8201 - Principles of Population Health in Healthcare Administration	5 credits

Quarter	RSCH 8310 - Qualitative Reasoning and Analysis	5
	HLTH 8800 - Marketing Management and Business Communication	credits
		5
		credits

Quarter	Course	Credits
Quarter 6	Specialization Course 1	5 credits
	Specialization Course 2	5 credits
	Complete Residency 3 between Terms 6 and 7; required in order to advance into HLTH 9001.	0 credits
Quarter 7	Elective Course 1	4-5 credits
	Elective Course 2	4-5 credits
Quarter 8	Specialization Course 3	5 credits
	HLTH 8551 - Preparing for Dissertation	5 credits
Quarter 9	RSCH 8360 - Advanced Qualitative Reasoning and Analysis OR RSCH 8260 - Advanced Quantitative Reasoning and Analysis OR RSCH 8460 -Advanced Mixed-Methods Reasoning and Analysis	5 credits
	Specialization Course 4 (if required)	5 credits
	RESI 8403 - PhD Residency 3	0 credits
Quarter 10	HLTH 9001 - Health Services Dissertation	5 credits
Quarter 11	HLTH 9001 - Health Services Dissertation	5 credits
Quarter 12	HLTH 9001 - Health Services Dissertation	5 credits

Complete Residency 4 after your prospectus is approved and you are enrolled in EDUC 9000 or EDPD 8990, complete residency 4 during your third year or beyond as:		0
<ul style="list-style-type: none"> • Residency 4 General (RESI 8404) OR • Residency 4 Proposal Writing (RESI 8404Q) OR • Residency 4 Methods & Data Collection: Qualitative (RESI 8404R) OR • Residency 4 Methods & Data Collection: Quantitative (RESI 8404S) OR • Residency 4 Publishing & Presenting (RESI 8404T) OR • a dissertation intensive (DRWI 8500). Contact Student Success Advising to register. <p>Note: <i>Intensives are not included in Fast Track tuition.</i></p>		credits
Quarter 13	HLTH 9001 - Health Services Dissertation	5
		credits
Quarter 14+	HLTH 9001 - Health Services Dissertation (if needed and until completion)	5
		credits
Optional: Complete a PhD dissertation intensive (DRWI 8500) during your dissertation. Contact Student Success Advising to register. Note: <i>Intensives are not included in Fast Track tuition.</i>		

PhD in Health Services for MHA Graduates Course Sequence

The recommended course sequence is as follows:

PhD in Industrial and Organizational (I/O) Psychology

Defined as the "scientific study of the workplace," industrial and organizational (I/O) psychology explores the impact of individual, group, and organizational psychology on workplace health, productivity, and effectiveness.

The PhD in Industrial and Organizational Psychology degree is designed to prepare scholar-practitioners to apply evidence-based I/O principles to lead positive change in the 21st-century workplace as researchers, consultants, educators, or organizational leaders.

Through core coursework completed in a prescribed sequence, students develop an in-depth understanding of individual, group, and organizational behavior in the workplace; advanced research design and analytical skills; and expertise applying evidence-based I/O practices in diverse organizational settings. Optional blended coursework provides opportunities for in-person feedback and hands-on practice, while specializations allow students to gain additional expertise in areas consistent with their interests and career goals. Through their dissertation, students have the opportunity to explore in-depth a specific area of interest and contribute to the body of knowledge in the I/O field.

The curriculum in this doctoral program is designed to reflect the professional guidelines set forth by the Society for Industrial and Organizational Psychology (SIOP).

Note on Licensure

The PhD in Industrial and Organizational Psychology is not a licensure-leading program and does not prepare an individual to become a licensed psychology professional.

Learning Outcomes

All graduates will be prepared to:

1. Evaluate the role of industrial/organizational psychology issues in the workplace.
2. Process/Apply current industrial/organizational psychology theory and research.
3. Analyze factors contributing to performance on varied organizational levels.
4. Apply the organizational consultation process to address change and development issues.
5. Evaluate workplace dimensions using a variety of assessments.
6. Assess the impact of the employee on workplace performance.
7. Evaluate industrial/organizational psychology's role in promoting positive social change through fostering a healthy and inclusive workplace
8. Apply basic and advanced research principles to produce independent scholarly work.

Specializations



Specialization in Consulting Psychology

The Consulting Psychology specialization combines advanced 1/0 theory with perspectives on the global business environment, preparing students to help build more competitive and effective organizations. Coursework examines the impact of globalization, technological innovation, business processes, management structures, and the emergence of virtual organizations on the 21st-century workplace and economy. Students also explore the many human and market factors that affect organizational success.

Specialization Curriculum

IPSY 8005 - Business Concepts for the Organizational Development Professional (5 credits) IPSY 8216 - Dynamics of Contemporary, International, and Virtual Organizations (5 credits) IPSY 8576 -Advanced Personnel Psychology (5 credits)



Specialization in Evidence-Based Coaching

The Evidence-Based Coaching specialization prepares students to facilitate change that can help individuals and organizations improve performance and achieve goals. Coursework provides students with a scholarly knowledge of leadership coaching models, leadership development practices, and change management principles as well as evidence-based coaching skills. Upon completion of the program, including 30 hours of coaching experience integrated into Walden's unique virtual residency, students will be eligible to apply for the certificate in Evidenced-Based Coaching and sit for the Board Certified Coach examination. Students who complete the program and Evidence-Based Coaching requirements should apply for the Evidence-Based Coaching certificate prior to graduation and submission of the Board Certified Coach examination application.

Specialization Courses

IPSY 8753 - Leadership Coaching: Theories, Concepts, and Processes (6 credits) IPSY 8755 - Leadership and Leader Development (5 credits)

IPSY 8756 - Leadership Coaching: Practices and Applications (6 credits) DRWI 8508 - Coaching Skills Virtual Intensive (0 credits)



Specialization in General Practice

The General Practice specialization prepares students to advance their careers as 1/0 practitioners in academia, research, talent management, and business or organizational consulting.

Specialization Curriculum

IPSY 8755 - Leadership and Leader Development (5 credits) IPSY 8706 - Ethics and Standards of 1/0 Psychology* (5 credits)

- Students may take this as a non-degree course. IPSY 8576 -Advanced Personnel Psychology (5 credits)



Specialization in Human Resource

Management

In this specialization, students will enhance their scholarly and practical understanding of the relationship between industrial and organizational (I/O) psychology and human resource management (HRM) practices in today's diverse workplaces.

Focusing on the synergies among business, HRM, and 1/0 psychology, students will examine how behavioral science theories, methods, and research findings influence effective HRM strategies.

Students will apply this specialized knowledge to help organizations select, place, and motivate employees; create training and development programs; evaluate employee performance; and manage organizational development and change.

Specialization Courses (15 credits)

IPSY 8705 - Organizational Behavior Performance and Evaluation* (5 credits)

- Students may take this as a non-degree course.

IPSY 8715 - Human Resource Strategy, Legal, and Ethical Considerations* (5 credits)

- Students may take this as a non-degree course.

IPSY 8725 - Human Resource Talent Management* (5 credits)

- Students may take this as a non-degree course.



Specialization in International Business

Organizations in today's global economy work across national and cultural boundaries. This specialization enables students to develop the expertise to help these organizations navigate the challenges of a culturally diverse workforce .

In this program, students will deepen their scholarly and practical knowledge of workplace and organizational behavior, with a specific focus on how the science of industrial and organizational (I/O) psychology applies to employee assessment, selection, performance management, motivation, work attitudes, leadership, and organizational behavior and development. Students will learn how to use this knowledge to advise businesses, industries, labor agencies, academic institutions, health organizations, and other community groups on how to create synergistic work environments that promote employee effectiveness and productivity despite cultural differences.

Specialization Curriculum

IPSY 8216 - Dynamics of Contemporary, International, and Virtual Organizations (5 credits)

IPSY 8540 - Strategic Planning, Management, and Leadership in a Global Context (5 credits) IPSY 8576 -Advanced Personnel Psychology (5 credits)

+ Specialization in Self-Designed

The Self-Designed specialization allows students to create a unique learning program to deepen their understanding of Industrial and Organizational psychology. Choose any three specialization courses included in the PhD Industrial and Organizational Psychology program to fulfill the specialization course requirement.

For Students Entering With a BS Degree

Minimum Degree Requirements

- Doctoral Writing Assessment
- Professional Development Plan and Plan of Study
- Foundation course (3 credits)
- Core courses (40 credits)
- Research courses (25 credits)
- Specialization courses (15-17 credits; see each specialization for specific courses)
- Completion of the Doctoral Dissertation
 - Dissertation support courses (7 credits)
 - Dissertation writing courses (5 credits per term for a minimum of four terms; taken continuously until completion)
 - Quarter Plans
- Four PhD residencies

Curriculum

Foundation Course (3 credits)

IPSY 8004 - Foundations of Graduate Study in Psychology (3 credits)

Core Courses (40 credits)

IPSY 8202 - Survey Research Methods (5 credits)

IPSY 8214 - Consulting for Organizational Change (5 credits) IPSY 8252 - Themes and Theories of 1/0 Psychology (5 credits) IPSY 8480 - Psychology of Organizational Behavior (5 credits)

IPSY 8551 - 1/0 Tests and Measurement (5 credits) IPSY 8552 - Psychological Motivation at Work (5 credits)

IPSY 8754 - Personnel Psychology in the Workplace (5 credits) IPSY 8579 - Job Attitudes, Measurement, and Change (5 credits)

Research Courses (25 credits)

RSCH 8110 - Research Theory, Design, and Methods* (5 credits)

- Students may take this as a non-degree course.

RSCH 8210 - Quantitative Reasoning and Analysis* (5 credits)

- Students may take this as a non-degree course.

RSCH 8260 -Advanced Quantitative Reasoning and Analysis (5 credits) RSCH 8310 - Qualitative Reasoning and Analysis* (5 credits)

- Students may take this as a non-degree course.

RSCH 8360 -Advanced Qualitative Reasoning and Analysis (5 credits)

Specialization Courses (15-17 credits)

These courses are dependent upon the particular specialization. Please see the course list on each specialization page.

Residency Requirements

- Residency 1 - Complete Residency 1 as soon as you begin your program; should be completed in Term 1 or Term 2.
- Residency 2 - Complete Residency 2 at the beginning of your second year, around the time of second research course.
- Residency 3 - Complete Residency 3 once you have a prospectus in Walden's review system.
- Residency 4 - Complete residency 4 after your prospectus is approved as follows:
 - Residency 4 General (RES! 8404) OR
 - Residency 4 Proposal Writing (RESI 84040) OR
 - Residency 4 Methods & Data Collection: Qualitative (RESI 8404R) OR
 - Residency 4 Methods & Data Collection: Quantitative (RESI 8404S) OR
 - Residency 4 Publishing & Presenting (RES! 8404T) OR
 - an approved professional conference (RES! 8900 for select programs only. Contact Advising for information.) OR
 - a dissertation intensive (DRWI 8500) during your 9000 course. Contact Student Success Advising to register. You must attend all sessions and advising throughout the entire intensive retreat in order to successfully complete the experience to satisfy residency 4 requirements. *NOTE: Intensive Retreats are NOT included in Fast Track tuition.*
- **Optional:** Complete a dissertation intensive (DRWI 8500) during IPSY 9000. Contact Student Success Advising to register.

Completion of the Doctoral Dissertation

IPSY 8115 - Writing a Quality Prospectus in Psychology (5 credits)

OR

IPSY 8185 - Writing a Quality Prospectus in Psychology (5 credits)

AND

IPSY 8702 - Dissertation Literature Review Lab (2 credits)

IPSY 9000 - Dissertation (5 credits per term for a minimum of 4 quarters until completion)

Students take this course for a minimum of four quarters and are continuously enrolled until completion of their dissertation with final chief academic officer (CAO) approval. To complete a doctoral dissertation, students must obtain the academic approval of several independent evaluators including their committee, the University Research Reviewer,

and the Institutional Review Board; pass the Form and Style Review; gain approval at the oral defense stage; and gain final approval by the chief academic officer. Students must also publish their dissertation on ProQuest before their degree is conferred.

Course Sequence for Students Entering With a BS Degree

Students undertake courses in the following sequence.

* These courses are dependent upon the particular specialization. Please see the course list on each specialization page.

** Students take this course for a minimum of four quarters and are continuously enrolled until completion of their dissertation with final chief academic officer (CAO) approval. In general, students are continuously registered in the dissertation course until they complete their capstone project and it is approved. This usually takes longer than the minimum required terms in the dissertation course shell.

To complete a doctoral dissertation, students must obtain the academic approval of several independent evaluators including their committee, the University Research Reviewer, and the Institutional Review Board; pass the Form and Style Review; gain approval at the oral defense stage; and gain final approval by the chief academic officer. Students must also publish their dissertation on ProQuest before their degree is conferred. Learn more about the dissertation process in the Dissertation Guidebook.

For Students Entering With an MS Degree

Minimum Degree Requirements

- Foundation course (3 credits)
- Core courses (25 credits)
- Specialization courses (15-17 credits; see each specialization for specific courses)
- Research courses (10 credits)
- Completion of the Doctoral Dissertation
 - Dissertation support courses (7 credits)
 - Dissertation writing courses (5 credits per term for a minimum of four terms; taken continuously until completion)
 - Quarter Plans
- Four PhD residencies

Curriculum

Foundation Course (3 credits)

IPSY 8004 - Foundations of Graduate Study in Psychology (3 credits)

Core Courses (25 credits)

IPSY 8412 - Research Foundations (5 credits) IPSY 8551 - 1/0 Tests and Measurement (5 credits)

IPSY 8552 - Psychological Motivation at Work (5 credits)

IPSY 8754 - Personnel Psychology in the Workplace (5 credits)

IPSY 8579 - Job Attitudes, Measurement, and Change (5 credits)

Research Courses (10 credits)

RSCH 8260 -Advanced Quantitative Reasoning and Analysis (5 credits) RSCH 8360 -Advanced Qualitative Reasoning and Analysis (5 credits)

Specialization Courses (15-17 credits)

These courses are dependent upon the particular specialization. Please see the course list on each specialization page

Residency Requirements

- Residency 1 - Complete Residency 1 as soon as you begin your program; should be completed in Term 1 or Term 2.
- Residency 2 - Complete Residency 2 at the beginning of your second year, around the time of second research course.
- Residency 3 - Complete Residency 3 once you have a prospectus in Walden's review system.
- Residency 4 - Complete residency 4 after your prospectus is approved as follows:
 - Residency 4 General (RESI 8404) OR
 - Residency 4 Proposal Writing (RESI 84040) OR
 - Residency 4 Methods & Data Collection: Qualitative (RESI 8404R) OR
 - Residency 4 Methods & Data Collection: Quantitative (RESI 8404S) OR
 - Residency 4 Publishing & Presenting (RESI 8404T) OR
 - an approved professional conference (RESI 8900 for select programs only. Contact Advising for information.) OR
 - a dissertation intensive (DRWI 8500) during your 9000 course. Contact Student

Success Advising to register. You must attend all sessions and advising throughout the entire intensive retreat in order to successfully complete the experience to satisfy residency 4 requirements. *NOTE: Intensive Retreats are NOT included in Fast Track tuition.*

- **Optional:** Complete a dissertation intensive (DRWI 8500) during IPSY 9000. Contact Student Success Advising to register.

Completion of the Doctoral Dissertation

IPSY 8115 - Writing a Quality Prospectus in Psychology (5 credits)

OR

IPSY 8185 - Writing a Quality Prospectus in Psychology (5 credits)

AND

IPSY 9000 - Dissertation (5 credits per term for a minimum of 4 quarters until completion)

Students take this course for a minimum of four quarters and are continuously enrolled until completion of their dissertation with final chief academic officer (CAO) approval. To complete a doctoral dissertation, students must obtain the academic approval of several independent evaluators including their committee, the University Research Reviewer, and the Institutional Review Board; pass the Form and Style Review; gain approval at the oral defense stage; and gain final approval by the chief academic officer. Students must also publish their dissertation on ProQuest before their degree is conferred.

Course Sequence for Students Entering With an MS Degree

Students undertake courses in the following sequence.

Quarter	Course	Credits
Quarter 1	IPSY 8004 - Foundations of Graduate Study in Psychology	3 credits
	IPSY 8552 - Psychological Motivation at Work	5 credits
Complete Residency 1 as soon as you begin your program; should be completed in Term 1 or Term 2.		
Quarter 2	IPSY 8412 - Research Foundations	5 credits
	Specialization Course*	5 credits
Quarter 3	RSCH 8260 - Advanced Quantitative Reasoning and Analysis	5 credits
	IPSY 8754 - Personnel Psychology in the Workplace	5 credits
Quarter 4	IPSY 8551 - I/O Tests and Measurement	5 credits
	Complete Residency 2 at the beginning of your second year, around the time of second research course.	5 credits
	RSCH 8360 - Advanced Qualitative Reasoning and Analysis	
Quarter 5	IPSY 8702 - Dissertation Literature Review Lab	2 credits
	IPSY 8579 - Job Attitudes, Measurement, and Change	5 credits
Quarter 6	Specialization Course*	5 credits
	IPSY 8115 - Writing a Quality Prospectus in Psychology	5 credits
	OR IPSY 8185 - Writing a Quality Prospectus in Psychology	
Complete Residency 3 once you have a prospectus in Walden's review system.		
Quarter 7+	Specialization Course*	5 credits
	IPSY 9000 - Dissertation**	5 credits per term for a minimum of
Quarter	Course	Credits
• Complete residency 4 after your prospectus is approved as follows:		4 terms; taken continuously until completion
P	o Residency 4 General (RESI 8404) OR	
	o Residency 4 Proposal Writing (RES! 8404Q) OR	
	o Residency 4 Methods & Data Collection: Qualitative (RESI 8404R) OR	
	o Residency 4 Methods & Data Collection: Quantitative (RESI 8404S) OR	
	o Residency 4 Publishing & Presenting (RES! 8404T) OR	
	o an approved professional conference (RES! 8900 for select programs only. Contact Advising for information.) OR	
	o a dissertation intensive (DRWI 8500) during your 9000 course. Contact Student Success	

* These courses are dependent upon the particular specialization. Please see the course list on each specialization page.

** Students take this course for a minimum of four quarters and are continuously enrolled until completion of their dissertation with final chief academic officer (CAO) approval. In general, students are continuously registered in the dissertation course until they complete their capstone project and it is approved. This usually takes longer than the minimum required terms in the dissertation course shell.

To complete a doctoral dissertation, students must obtain the academic approval of several independent evaluators including their committee, the University Research Reviewer, and the Institutional Review Board; pass the Form and Style Review; gain approval at the oral defense stage; and gain final approval by the chief academic officer. Students must also publish their dissertation on ProQuest before their degree is conferred. Learn more about the dissertation process in the Dissertation Guidebook.

Master of Philosophy (Embedded Degree)

Walden awards the Master of Philosophy (MPhil) degree to recognize PhD students for academic achievement leading up to their dissertation. With an MPhil, students will be able to demonstrate to employers and others that they have an advanced knowledge base in their field of study as well as proficiency in research design and evaluation.

- Students are eligible to apply for this credential while continuing their PhD program once they have completed:
 - a All required PhD core courses (or KAMs)
 - a All required PhD specialization courses (or KAMs)
 - a All required doctoral research and advanced research courses
 - a Program prospectus development course
 - a Residencies 1, 2, and 3
- A minimum 3.0 GPA is mandatory.
- The MPhil requires a minimum of 45 quarter credits. Maximum transfer of credit varies by program but is not to exceed 50% of the overall, or embedded, program requirements.

Doctoral Writing Assessment

Students who start or readmit to doctoral programs at Walden University in the university catalog for academic year 2017 or later will complete the university's required doctoral writing assessment. Designed to evaluate incoming doctoral students' writing skills, this assessment aims to help prepare incoming doctoral students to meet the university's expectations for writing at the doctoral level.

8-Year Maximum Time Frame

In general, students are continuously registered in the dissertation/doctoral study course until they complete their capstone project and it is approved. This usually takes longer than the minimum required terms in the dissertation/doctoral study course shell.

Students have up to 8 years to complete their doctoral degree requirements (see Enrollment Requirements in the student handbook). Students may petition to extend the 8-year maximum time frame, but an extension is not guaranteed.

PhD in Management

The ACBSP-accredited online PhD in Management degree from Walden University takes an interdisciplinary approach to the field of management and its influence on the development of individuals and society. Students conduct original research in a specific area of interest as they focus on current management research problems and connect their research to implications for positive social change. Students may choose a specialization that fits a personal or career objective or design an individualized specialization. PhD in Management students explore the challenges and opportunities in their profession and within today's organizations. Aligning with Walden's mission of positive social change, students also study ways to facilitate positive social change through original research in management, ethical decision making and theoretical challenges to enhance their capabilities as researchers, scholars, managers, teachers, or consultants.

Accreditation

Walden University's PhD in Management program is accredited by the Accreditation Council for Business Schools and Programs, a leading, specialized accreditation association that identifies and supports excellence in business education.



1. Evaluate the evolution of the field of management and organizations and its influence on human and societal development.
2. Analyze key theories, concepts, and tools as they relate to the functioning of leadership and organizations.
3. Evaluate management and systems thinking principles that have influenced the development of organizations and societal systems.
4. Evaluate the relevance of seminal, current, and emerging management and organizational change theory and practice from an interdisciplinary perspective.
5. Demonstrate the skills needed to conduct research that contributes to positive social change.

Full Program

Minimum Degree Requirements

- Doctoral Writing Assessment (0 credits)
- Core courses (20 credits)

- Specialization courses (15 credits)
- Foundation Research Sequence (15 credits)
- Advanced Research course (5 credits)
- Completion of Doctoral Capstone
 - Dissertation Preparation courses (9 credits)
 - Dissertation writing course (5 credits per quarter for a minimum of four quarters until completion)
- Four PhD residencies

Curriculum

Core Courses (20 credits)

MGMT 4990M - Business Essentials (0 credits)

MGMT 8003M - Gateway to Doctoral Management Studies* (5 credits)

- Students may take this as a non-degree course.

MGMT 8005M - Organizational Perspectives and Implications for Leaders* (5 credits)

- Students may take this as a non-degree course.

MGMT 8007M - Complexity and Systems Thinking Dynamics* (5 credits)

- Students may take this as a non-degree course.

MGMT 8009M - Organizational Decision Making and Judgment* (5 credits)

- Students may take this as a non-degree course.

Specializations Courses (15 credits)

These courses are dependent upon the particular specialization. Please see the course list on each specialization page.

✦ Specialization in 21st Century Finance

Through this specialization, students will develop a deeper understanding and command of financial models and theoretical tools, broaden their expertise in relevant topics, such as investor lead investments, mergers and acquisitions, and managing and mitigating financial crisis within a global environment. Students can pursue original research and advanced knowledge in areas such as corporate finance and financial management as well as consider the importance of ethics and corporate social responsibility. They will also have an opportunity to begin developing their skills at writing articles that can potentially be published as a result of their analysis of financial literature.

Students will begin to develop case studies (using existing literature), literature reviews, or positions and reflection papers that could be considered for publication. Other topics that will be discussed relate to incorporating principles of social and behavioral research and expanding expertise in financial theories, systems, and practices. The 21st Century Finance specialization can help prepare students for a career in private industry, international agencies, consulting, or collegiate teaching.

Specialization Learning Outcomes

In addition to the core program learning outcomes, graduates in this specialization will be prepared to:

1. Evaluate organizational decisions using financial theory and decision-making tools.
2. Analyze the impact of theoretical models on issues and problems in 21st Century finance.

3. Demonstrate the skills necessary to make strategic business decisions using a logical framework
4. Evaluate ethical and legal issues within the financial industry.

Specialization Courses (15 credits)

MGMT 8605M - Financial Risk Management and Decision Making for Organizations* (5 credits)

- Students may take this as a non-degree course.

MGMT 8615M - Financial Corporate Social Responsibility and Ethics* (5 credits)

- Students may take this as a non-degree course.

MGMT 8625M - Leadership Through Changing Financial Organizational Structures* (5 credits)

- Students may take this as a non-degree course.

✦ Specialization in Human Resource Management

The Human Resource Management specialization integrates foundational study in management with specialized topics in human resource management that extend the research boundaries in areas such as the behavioral implications of environments, motivation, performance on individuals and teams in global environments; strategic human resource management; the role of collaboration and performance of global teams; regulatory and ethical concerns; and labor relations. Special emphasis on the global and multidisciplinary aspects of human resource management is provided throughout the specialization, which is comprised of three research-based courses in which learners seek to identify gaps in understanding in the field of human resource management and where they explore specific topics for potential dissertation research.

Specialization Learning Outcomes

In addition to the core program learning outcomes, graduates in this specialization will be prepared to:

1. Analyze the role of human resources in supporting organizational strategy.
2. Evaluate ethical and legal perspectives in human resource activities.
3. Evaluate HR responsibilities and issues in a global context.

Specialization Courses (15 credits)

MGMT 8705M - Organizational Behavior Performance and Evaluation* (5 credits)

- Students may take this as a non-degree course.

MGMT 8715M - Human Resource Strategy, Legal, and Ethical Considerations* (5 credits)

- Students may take this as a non-degree course.

MGMT 8725M - Human Resource Talent Management* (5 credits)

- Students may take this as a non-degree course.

✦ Specialization in Information Systems Management

An integrative approach to all aspects of organizations, people, processes, technology, systems, and management in today's information-rich environment is provided in the Information Systems Management specialization. The curriculum design is intended to promote the scholarship of discovery, integration, application, and teaching to derive maximum value

and innovation from systems architectures, the reality of security concerns, as well as the role of big data and cloud computing, and strategic direction. Students will be encouraged to prepare for rapidly changing organizational contingencies in an evolving technological context by developing a personal area of expertise of leading and managing people, process, and systems. Students will also master writing an article that could be published, an outcome that will also help students in the development of their dissertation

Specialization Learning Outcomes

In addition to the core program learning outcomes, graduates in this specialization will be prepared to:

1. Examine the impact of information technology security and compliance on information systems management.
2. Assess leading edge concepts in information systems management.
3. Assess ethical considerations of risk management.
4. Evaluate theoretical arguments of information technology architectures.
5. Appropriately apply conceptual frameworks to information technology systems.

Specialization Courses (15 credits)

MGMT 8505M - IT Security and Compliance* (5 credits)

- Students may take this as a non-degree course.

MGMT 8515M - Strategic IT Leadership and System Architecture* (5 credits)

- Students may take this as a non-degree course.

MGMT 8525M - Big Data Decision Making and Management* (5 credits)

- Students may take this as a non-degree course.

✦ Specialization in Leadership and Organizational Strategy

The critical-thinking capacity of students is challenged by testing conventional organizational strategies and structures in the Leadership and Organizational Strategy specialization. They will develop alternative conceptualizations of management, understand what a socially conscious leader is, and create 21st century leadership practices. Concerns about effective organizational strategic planning will be balanced by the understanding that a socially responsible leader also strives to create an environment beneficial to employees in increasingly cross-cultural work environments.

Specialization Learning Outcomes

In addition to the core program learning outcomes, graduates in this specialization will be prepared to:

1. Apply collaboration skills appropriately with diverse individuals and teams.
2. Assess leadership models and related behaviors of organizations.
3. Evaluate the impact of management and organizational strategic theory on society.
4. Demonstrate research skills that would apply to situational analysis.

Specialization Courses (15 credits)

MGMT 8405M - Challenging Conventional Leadership and Influence* (5 credits)

- Students may take this as a non-degree course.

MGMT 8415M - Socially Conscious Leader* (5 credits)

- Students may take this as a non-degree course.

MGMT 8425M - Responding to Behavior and Change as a Multicultural Leader* (5 credits)

- Students may take this as a non-degree course.

+ Specialization in Organizational Design and Innovation

In the advent of disruptive and agile innovation, artificial intelligence, and autonomous systems, students in the Organizational Design and Innovation specialization will explore the changes in organizational innovation agility. Leaders in service or product development, whether newcomer or incumbent, need to employ strategies to deal with the reality of disruptive forces that are changing what was a quasi-stable environment to one in which uncertainty rules, and the need to lead by design and design thinking is paramount.

Specialization Learning Outcomes

In addition to the core program learning outcomes, graduates in this specialization will be prepared to:

1. Analyze the consequences of innovative and disruptive forces on society.
2. Analyze ethical considerations related to implementation of artificial intelligence, management agility, and ambidexterity.
3. Assess how environmental, societal, and ideological concepts impact design thinking.
4. Examine the effects of the implementation of organizational theories on the health and wellbeing of organizational structures.

Specialization Courses (15 credits)

MGMT 8805M - Agile and Disruptive Innovation Management* (5 credits)

- Students may take this as a non-degree course.

MGMT 8815M - Managing by Design Theory* (5 credits)

- Students may take this as a non-degree course.

MGMT 8825M - Ethics of Artificial Intelligence and Autonomous Systems* (5 credits)

- Students may take this as a non-degree course.

+ Specialization in Self-Designed

Students create their own specialization based on their individual goals and interests in management. They choose specialization courses from the program's other specializations. Assignments will focus on the practical application of writing and critical-thinking skills and the integration of professional practice at the doctoral level. Students may also request to apply transfer credits from previous discipline-related, doctoral-level study toward their elective courses.

Specialization Courses (15 credits)

Students may request to use Transfer of Credit from prior doctoral-level work in the management discipline or choose three courses from any of the other PhD in Management specializations.

Foundation Research Sequence (15 credits)

RSCH 8110 - Research Theory, Design, and Methods* (5 credits)

- Students may take this as a non-degree course.

RSCH 8210 - Quantitative Reasoning and Analysis* (5 credits)

- Students may take this as a non-degree course.

RSCH 8310 - Qualitative Reasoning and Analysis* (5 credits)

- Students may take this as a non-degree course.

Advanced Research Course (5 credits)

PhD students are required to complete one advanced-level research course that mirrors the methodology of their intended dissertations. The university offers three advanced courses. Students should refer to their specific programs of study to determine program-specific requirements.

One of the following three courses is required:

RSCH 8260 -Advanced Quantitative Reasoning and Analysis (5 credits) RSCH 8360 -Advanced Qualitative Reasoning and Analysis (5 credits) RSCH 8460 -Advanced Mixed-Methods Reasoning and Analysis (5 credits)

Residency Requirements

- **Residency 1** - Complete Residency 1 as soon as you begin your program; no later than within 90 days of completing MGMT 8003M.
- **Residency 2** - Complete Residency 2 at the beginning of your second year, around the time of second research course (RSCH 8310). Completion of Residencies 1 and 2 is required prior to registration in the advanced research course and MGMT 9000.
- **Residency 3** - Complete Residency 3 once you have a draft prospectus.
- **Residency 4** - Complete residency 4 after your prospectus is approved as:
 - Residency 4 General (RESI 8404) OR
 - Residency 4 Proposal Writing (RESI 84040) OR
 - Residency 4 Methods & Data Collection: Qualitative (RESI 8404R) OR
 - Residency 4 Methods & Data Collection: Quantitative (RESI 8404S) OR
 - Residency 4 Publishing & Presenting (RESI 8404T) OR
 - A dissertation intensive (DRWI 8500) during MGMT 9000M in the dissertation writing phase to progress toward completion and defense of the dissertation. Contact Student Success Advising to register.
- **Optional:** Complete a dissertation intensive (DRWI 8500) during MGMT 9000M. Contact Student Success Advising to register. **Note: Intensives are not included in Fast Track tuition.**

Completion of the Doctoral Capstone

Dissertation Preparation Courses (9 credits)

MGMT 8900M - Prospectus Development and Alignment (3 credits) MGMT 8910M - Dissertation Development Process (3 credits)

MGMT 8920M - Developing the Content Literature Review and Research Method and Design* (3 credits)

- Students may take this as a non-degree course.

Dissertation

MGMT 9000M - Doctoral Dissertation (continuous enrollment in 5 credits per quarter for a minimum of 4 quarters until completion)

(5 credits per quarter for a minimum of four quarters until completion) *

*Students are continuously enrolled in MGMT 9000M for a minimum of four quarters until completion of their dissertation with final chief academic officer (CAO) approval.

To complete a doctoral dissertation, students must obtain the academic approval of several independent evaluators including their committee, the University Research Reviewer, and the Institutional Review Board; pass the Form and Style Review; gain approval at the oral defense stage; and gain final approval by the chief academic officer. Learn more about the dissertation process in the Dissertation Guidebook.

Course Sequence

The recommended course sequence is as follows:

Quarter	Course	Credits
Quarter 1	MGMT 4990M - Business Essentials	0 credits
	MGMT 8003M - Gateway to Doctoral Management Studies	5 credits
Complete Residency 1 as soon as you begin your program; no later than within 90 days of completing MGMT 003M.		
Quarter 2	MGMT 8005M - Organizational Perspectives and Implications for Leaders	5 credits
	MGMT 8007M - Complexity and Systems Thinking Dynamics	5 credits
Quarter 3	MGMT 8009M - Organizational Decision Making and Judgment	5 credits
	RSCH 8110 - Research Theory, Design, and Methods	5 credits
Quarter 4	MGMT 8xxxM - Specialization Course 1	5 credits
	RSCH 8310 - Qualitative Reasoning and Analysis	5 credits

Quarter	Course	Credits
Complete Residency 2 at the beginning of your second year, around the time of second research course (RSCH 8310). Completion of Residencies 1 and 2 is required prior to registration in the advanced research course and MGMT 9000.		
Quarter 5	MGMT 8xxxM - Specialization Course 2	5 credits
	RSCH 8210 - Quantitative Reasoning and Analysis	5 credits
Quarter 6	MGMT 8xxxM - Specialization Course 3	5 credits
	MGMT 8920M - Developing the Content	3 credits
Literature Review and Research Method and Design		
Quarter 7	MGMT 8900M - Prospectus Development	3 credits
	and Alignment	
	RSCH 8260 -Advanced Quantitative Reasoning and Analysis OR RSCH 8360 - Advanced Qualitative Reasoning and Analysis OR RSCH 8460 -Advanced Mixed-Methods Reasoning and Analysis	5 credits
Complete Residency 3 once you have a draft prospectus.		
Quarter 8	MGMT 8910M - Dissertation Development Process	3 credits
	MGMT 9000M - Doctoral Dissertation*	5 credits per term for a minimum of 4 terms; taken continuously until completion
Quarter 9+	MGMT 9000M - Doctoral Dissertation*	5 credits per term for a minimum of 4 terms; taken continuously until completion
Complete residency 4 after your prospectus is approved as:		
<ul style="list-style-type: none"> • Residency 4 General (RESI 8404) OR • Residency 4 Proposal Writing (RESI 8404Q) OR • Residency 4 Methods & Data Collection: Qualitative (RESI 8404R) OR • Residency 4 Methods & Data Collection: Quantitative (RESI 8404S) OR • Residency 4 Publishing & Presenting (RESI 8404T) OR • A dissertation intensive (DRWI 8500) during MGMT 9000M in the dissertation writing phase to 		

progress toward completion and defense of the dissertation. Contact Student Success Advising to register.

Optional: Complete a PhD dissertation intensive (DRWI 8500) during MGMT 9000. Contact Student Success Advising to register.

* Students take this course for a minimum of four quarters and are continuously enrolled until completion of their dissertation with final chief academic officer (CAO) approval.

To complete a doctoral dissertation, students must obtain the academic approval of several independent evaluators including their committee, the University Research Reviewer, and the Institutional Review Board; pass the Form and Style Review; gain approval at the oral defense stage; and gain final approval by the chief academic officer. Learn more about the dissertation process in the Dissertation Guidebook.

Master of Philosophy (Embedded Degree)

Walden awards the Master of Philosophy (MPhil) degree to recognize PhD students for academic achievement leading up to their dissertation. With an MPhil, students will be able to demonstrate to employers and others that they have an advanced knowledge base in their field of study as well as proficiency in research design and evaluation.

- Students are eligible to apply for this credential while continuing their PhD program once they have completed:
 - All required PhD core courses (or KAMs)
 - All required PhD specialization courses (or KAMs)
 - All required doctoral research and advanced research courses
 - Program prospectus development course
 - Residencies 1, 2, and 3
- A minimum 3.0 GPA is mandatory.
- The MPhil requires a minimum of 45 quarter credits. Maximum transfer of credit varies by program but is not to exceed 50% of the overall, or embedded, program requirements.

Completion Program

The PhD dissertation completion program is designed specifically for returning doctoral degree candidates who have completed all coursework for a PhD, except the dissertation process, at another university.

Minimum Completion Requirements

- Core courses (5 credits)
- Completion of the Doctoral Capstone (minimum 20 credits)
- Residency 3 (face-to-face live experience)
- One dissertation intensive (face-to-face writing retreat)

Course Sequence

Students undertake courses in the following sequence.

Quarter	Course	Credits
Quarter 1	MGMT 4990M - Business Essentials	0 credits
	MGMT 8551 - Preparing for Dissertation	5 credits
Complete Residency 3 within 90 days of program start		
Quarter 2	MGMT 9000B - Doctoral Dissertation*	5 credits per term for a minimum of 4 terms; taken continuously until completion
Dissertation Intensive Retreat (in-person writing intensive retreat)		

*Students take this course for a minimum of four quarters and are continuously enrolled until completion of their dissertation with final chief academic officer (CAO) approval.

To complete a doctoral dissertation, students must obtain the academic approval of several independent evaluators including their committee, the University Research Reviewer, and the Institutional Review Board; pass the Form and Style Review; gain approval at the oral defense stage; and gain final approval by the chief academic officer. Learn more about the dissertation process in the Dissertation Guidebook.

Doctoral Writing Assessment

Students who start or readmit to doctoral programs at Walden University in the university catalog for academic year 2017 or later will complete the university's required doctoral writing assessment. Designed to evaluate incoming doctoral students' writing skills, this assessment aims to help prepare incoming doctoral students to meet the university's expectations for writing at the doctoral level.

8-Year Maximum Time Frame

In general, students are continuously registered in the dissertation/doctoral study course until they complete their capstone project and it is approved. This usually takes longer than the minimum required terms in the dissertation/doctoral study course shell.

Students have up to 8 years to complete their doctoral degree requirements (see Enrollment Requirements in the student handbook). Students may petition to extend the 8-year maximum time frame, but an extension is not guaranteed.

PsyD in Behavioral Health Leadership

Today's healthcare system demands behavioral health leaders who can manage the delivery of quality behavioral health and mental health services in an increasingly integrated care setting. Students in this professional doctoral program in

leadership are prepared to meet this need. Students in this nonlicensure program can gain cross-disciplinary knowledge, business and management skills, and practical experience that can be used to help shape the rapidly changing integrated healthcare landscape.

Note on Licensure

The PsyD in Behavioral Health Leadership is not a licensure-leading program and does not prepare an individual to become a licensed psychology professional.

Learning Outcomes

All graduates will be prepared to:

1. Assess behavioral healthcare and leadership in a variety of societal contexts and organizational settings.
2. Analyze effective management and leadership to improve behavioral health programs for diverse populations
3. Employ critical thinking to solve problems in a real-world context for behavioral health settings
4. Apply leadership and consulting principles to the management of mental and integrated health delivery systems.
5. Evaluate key factors of social determinants of health in behavioral healthcare settings.
6. Describe how legal and regulatory policies in behavioral healthcare impact a variety of stakeholders.
7. Synthesize theories and research to support objective-based decision-making for the management of mental health delivery systems.
8. Evaluate key concepts of health economics in assessing the long-term economic viability of healthcare organizations.

Minimum Degree Requirements

- Doctoral Writing Assessment
- Professional Development Plan and Program of Study
- Foundation course (3 credits)
- Core courses (40 credits)
- Research courses (15 credits)
- Specialization courses (15 credits)
 - o **Note:** The General program does not require specialization courses.
- Completion of Doctoral Capstone
- a Dissertation support course (5 credits)
 - o Doctoral capstone writing courses (5 credits per term for a minimum of four terms; taken continuously until completion)
- a Completion of a beginning-of-quarter, mid-quarter, and end-of-quarter plan for each term
- Residencies
- a Consulting Skills Intensive (Residency 1)
- a Doctoral Project Development (Residency 2)

Curriculum

Foundation Course (3 credits)

PBHL 8002 - Foundations of Graduate Study (3 credits)

Core Courses (40 credits)

PBHL 8012 - Behavioral Health Management (5 credits) PBHL 8214 - Consulting for Organizational Change (5 credits)

PBHL 8200 - Behavioral Health Social Entrepreneurship and Advocacy (5 credits)

PBHL 8600 - Governance, Law, and Policy for Healthcare Leaders or Behavioral Healthcare (5 credits)

PBHL 8755 - Leadership and Leader Development (5 credits)

PBHL 8300 - Healthcare Financial Management and Economics (5 credits)

PBHL 8465 - Strategic Planning: Collaboration, Cooperation, and Coordination (5 credits) PBHL 8315 - Program

Evaluation (5 credits)

OR

PBHL 8207 - Grant Writing (5 credits)

Research Courses (15 credits)

RSCH 8110 - Research Theory, Design, and Methods* (5 credits)

- Students may take this as a non-degree course.

RSCH 8210 - Quantitative Reasoning and Analysis* (5 credits)

- Students may take this as a non-degree course.

RSCH 8310 - Qualitative Reasoning and Analysis* (5 credits)

- Students may take this as a non-degree course.

Specialization Courses (15 credits)

These courses are dependent upon the particular specialization. Please see the course list on each specialization page.

✦ Specialization in Health Psychology

Specialization Courses (15 credits)

PBHL 8745 - Health Psychology (5 credits)

PBHL 8242 - Changing Health Behavior: Theory and Practice (5 credits) PBHL 8574 - Women's Health (5 credits)

OR

PBHL 8573 - Child and Adolescent Health (5 credits)

OR

PBHL 8815 - Contemporary Gerontology/Geriatric Psychology (5 credits)

✦ Specialization in Healthcare Management

Specialization Courses (15 credits)

PBHL 8911 - Healthcare Quality Management (5 credits)

PBHL 8450 - Project and Resource Management in Health Services Organizations (5 credits)

PBHL 8750 - Trends and Issues in Executive-Level Management for Healthcare Administrators (5 credits)

+ Specialization in Industrial/Organizational Psychology

Specialization Courses (15 credits)

PBHL 8752 - Psychology of Organizational Behavior (5 credits)

PBHL 8216 - Dynamics of Contemporary, International, and Virtual Organizations (5 credits) PBHL 8005 - Business Concepts for Organizational Development Professionals (5 credits)

+ Specialization in International Practice

Specialization Courses (15 credits)

PBHL 8540 - Strategic Planning, Management, and Leadership in a Global Context (5 credits)

PBHL 8330 - Holding Up the Mirror: Understanding Different Cultures and Increasing Global Consciousness (5 credits)

PBHL 8320 - Development in an Era of Global Crisis (5 credits)

+ Specialization in Public Health

Specialization Courses (15 credits)

PBHL 8050 - Global Health and Issues in Disease Prevention (5 credits)

PBHL 8130 - Communications and Social Marketing Strategies for Public Health Leaders (5 credits)

PBHL 8316 - Economics and Financing of Public Health Systems (5 credits)

+ Specialization in Teaching

Specialization Courses (15 credits)

PBHL 8762 - Teaching of Psychology (5 credits)

PBHL 8763 - Principles of Instructional Design (5 credits)

PBHL 8764 - Instructional Design for Online Course Development (5 credits)

Residency Requirements

- Complete Residency 1 (DRWI-8504 Consulting Skills Intensive) in Term 2 or 3 in order to advance in the program. See Capstone Intensive Retreats for the CSI schedule of events.
- Complete Residency 2 (DRWI-8507 PsyD BHL Doc Project Virtual) in Term 4 or 5 in order to advance in the program. See the Residencies calendar.

Doctoral Capstone Courses

PBHL 8900 - Doctoral Research Project Lab (5 credits)

PBHL 9001 - BHL Doctoral Study 1 (5 credits per term until completion) PBHL 9002 - BHL Doctoral Study 2 (5 credits per term until completion) PBHL 9003 - BHL Doctoral Study 3 (5 credits per term until completion) PBHL 9004 - BHL Doctoral Study 4 (5 credits per term until completion)

Course Sequence

Quarter	Course	Credits
Quarter 1	PBHL 8002 - Foundations of Graduate Study	3 credits

	PBHL 8012 - Behavioral Health Management	5 credits
Complete Residency 1, DRWI 8504 - Consulting Skills Intensive in Term 2 or 3 in order to advance in the program.		
see Capstone Intensive Retreats for the CSI schedule of events.		
Quarter 2	PBHL 8214 - Consulting for Organizational Change	5 credits
Quarter	RSCH 8110 - Research Theory, Design, and Methods	5 credits
2*		
Must have completed Residency 1, DRWI 8504 - Consulting Skills Intensive by the end of Term 3 to enroll in Term 4 courses.		
Quarter 3*	PBHL 8200 - Behavioral Health Social Entrepreneurship and Advocacy	5 credits
	PBHL 8600 - Governance, Law, and Policy for Healthcare Leaders or Behavioral Healthcare	5 credits
Quarter 4**	PBHL 8755 - Leadership and Leader Development	5 credits
	RSCH 8210 - Quantitative Reasoning and Analysis	5 credits
Complete Residency 2, DRWI 8507 - PsyD BHL Doc Project Virtual, in Term 4 or 5 in order to advance in the program. See the Residencies calendar.		
Quarter 5*	PBHL 8300 - Healthcare Financial Management and Economics	5 credits
	RSCH 8310 - Qualitative Reasoning and Analysis	5 credits
Must have completed Residency 2, DRWI 8507 - PsyD BHL Doc Project Virtual, by the end of Term 6 to enroll in Term 7 courses.		
Quarter 6	PBHL 8465 - Strategic Planning: Collaboration, Cooperation, and Coordination	5 credits
	PBHL 8315 - Program Evaluation OR PBHL 8207 - Grant Writing	5 credits
Quarter 7	Specialization Course	5 credits
	Specialization Course	5 credits
Quarter 8	Specialization Course	5 credits
	PBHL 8900 - Doctoral Research Project Lab	5 credits

Quarter	Course	Credits
Quarter 9+	PBHL BHL 9001 - Doctoral tudy *** AND	1 5 credits per term for a minimum of 4 terms;
	PBHL BHL 9002 - Doctoral tudy AND	2 taken continuously until completion
	PBHL BHL 9003 - Doctoral tudy AND	3
	PBHL BHL 9004 - Doctoral tudy	4

* Complete Residency 1, DRWI 8504 - Consulting Skills Intensive in Term 2 or 3 in order to advance in the program. See Capstone Intensive Retreats for the CSI schedule of events.

** Complete Residency 2, DRWI 8507 - PsyD BHL Doc Project Virtual in Term 4 or 5 in order to advance in the program. See the Residencies calendar.

*** Students take this course for a minimum of four quarters and are continuously enrolled until completion of their doctoral research project with final chief academic officer (CAO) approval. In general, students are continuously registered in the doctoral capstone course until they complete their capstone project and it is approved. This usually takes longer than the minimum required terms in the doctoral capstone course shell.

To complete a doctoral capstone, students must obtain the academic approval of several independent evaluators including their committee, the University Research Reviewer, and the Institutional Review Board; pass the Form and Style Review; gain approval at the oral defense stage; and gain final approval by the chief academic officer. Students must also publish their capstone on ProQuest before their degree is conferred.

Doctoral Writing Assessment

Students who start or readmit to doctoral programs at Walden University in the university catalog for academic year 2017 or later will complete the university's required doctoral writing assessment. Designed to evaluate incoming doctoral students' writing skills, this assessment aims to help prepare incoming doctoral students to meet the university's expectations for writing at the doctoral level.

8-Year Maximum Time Frame

In general, students are continuously registered in the dissertation/doctoral study course until they complete their capstone project and it is approved. This usually takes longer than the minimum required terms in the dissertation/doctoral study course shell.

Students have up to 8 years to complete their doctoral degree requirements (see Enrollment Requirements in the student handbook). Students may petition to extend the 8-year maximum time frame, but an extension is not guaranteed.

College of Nursing

Mission

The College of Nursing, dedicated to excellence in nursing education, provides programs to transform diverse nursing professionals into champions of change who will improve health outcomes and advance health equity.

Vision

The College of Nursing endeavors to be recognized for its preeminent programs and innovative educational approaches that prepare distinguished graduates to advance the greater good of global communities.

Goals

The College of Nursing strives to

- Empower diverse nursing professionals through academic advancement that enhances personal growth, professional development, clinical reasoning, and the desire for life-long learning.
- Create an inclusive teaching and learning environment where students expand on their existing professional nursing knowledge, to improve workplace and healthcare outcomes.
- Provide educational approaches that address the complex needs of adult learners and support academic quality and integrity.
- Prepare learners as scholar-practitioners to use evidence-based practice that exemplifies and supports professional nursing standards.
- Prepare professional nursing leaders who are empowered to promote positive social change for individuals, families, and populations by addressing the social determinants of health locally, nationally, and globally.

Undergraduate Programs

- Bachelor of Science in Nursing (BSN)

Other Undergraduate Options

- Accelerate into Master's (AIM)
- Undergraduate Minors

Master's Degree Programs

- Master of Science in Nursing (MSN)

Post-Master's Certificates

- Post-Master's Certificate in Adult Gerontology Primary Care Nurse Practitioner
- Post-Master's Certificate in Adult Gerontology Acute Care Nurse Practitioner
- Post-Master's Certificate in Family Nurse Practitioner
- Post Master's Certificate in Nurse Executive
- Post Master's Certificate in Nursing Education
- Post-Master's Certificate in Nursing Informatics
- Post-Master's Certificate in Pediatric Nurse Practitioner Primary Care

- Post Master's Certificate in Psychiatric Mental Health Nurse Practitioner

Doctoral Programs

- Doctor of Nursing Practice (DNP)
- PhD in Nursing

Bachelor of Science in Nursing (BSN)

In the Bachelor of Science in Nursing (RN-BSN) Completion Program, current registered nurses (RNs) who have a diploma or associate degree in nursing are provided with the opportunity to earn a BSN degree.

Walden's Commission on Collegiate Nursing Education (CCNE)-accredited RN-BSN completion program is structured to support and equip RNs with specialized skills and current knowledge they can apply on the job immediately. Students may be eligible to transfer up to 75%* of the required credits. Classes start every 6 weeks.**

The hallmark offering of this program is the interactive Digital Learning Experience™ by Shadow Health®. With real-time, virtual assessments, students can engage in a highly interactive learning environment through the simulation.

Prospective Washington students: Walden University is approved by the Washington State Nursing Care Quality Assurance Commission to provide practice experiences in Washington State for a Bachelor's of Science in Nursing; Master of Science in Nursing with a specialization in Nursing Education, Nursing Informatics, Leadership and Management, Family Nurse Practitioner, Adult-Gerontology Acute Care Nurse Practitioner, Adult-Gerontology Primary Care Nurse Practitioner, and Psychiatric and Mental Health Nurse Practitioner; as well as the Doctor of Nursing Practice (DNP) program. For more information, go to the following

website: <https://www.doh.wa.gov/LicensesPermitsandCertificates/NursingCommission/NursingEducation/NursingPrograms>.

Note: The Bachelor of Science in Nursing (BSN) program is offered in two different learning modalities: the course-based modality and the competency-based modality, Tempo Learning®.

*, **Transfer credits and start times *do not apply* to the Bachelor of Science in Nursing (BSN) (Competency Based) modality.

Accreditation

Walden University's bachelor's degree program in nursing (BSN), master's degree program in nursing (MSN), post-graduate APRN certification program, and Doctor of Nursing Practice (DNP) program at Walden University are accredited by the Commission on Collegiate Nursing Education (www.ccneaccreditation.org).



1. Apply leadership and informatics concepts in decision making to promote patient safety and quality care.
2. Use evidence based on the sciences, humanities, and research to guide nursing practice across the health-illness continuum in a variety of healthcare settings.
3. Evaluate the implications of policy on issues of access, equity, affordability, and social justice in healthcare delivery including the health of vulnerable populations and healthcare disparities.
4. Demonstrate effective communication and collaboration skills to improve patient outcomes.
5. Implement individual and population-focused interventions to promote health and to prevent and manage disease and injuries.
6. Exhibit accountability for personal and professional behaviors in accordance with standards of moral, ethical, and legal conduct with a commitment to continuous professional development.

7. Provide patient-centered nursing care based on a comprehensive and focused health assessment across the lifespan using sound clinical judgment as well as developmentally and culturally appropriate approaches.

Course-Based Program Tracks

RN-BSN Track

The Bachelor of Science in Nursing (BSN) Completion Program provides current registered nurses (RNs) who have a diploma or associate's degree in nursing with the opportunity to earn a BSN degree.

The program is specifically designed to provide students with the evidence-based practices that can be applied on the job immediately. At the same time, students will develop the skills of reflection, independent learning, and enhanced critical thinking that will enable them to stay current in their field throughout their career.

Degree Requirements

- 181 total credits
- General Education courses (50 credits)
- Upper-level nursing core courses (51 credits)
- Elective courses and prior nursing credit (80 credits)

Curriculum

General Education Courses (50 credits)

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

Upper-Level Nursing Core (51 credits)

NURS 3100 - Issues and Trends in Nursing* (6 credits)

- Students may take this as a non-degree course.

NURS 3020 - Health Assessment* (5 credits)

- Students may take this as a non-degree course.

NURS 3110 - Information Management and Patient Care Technology* (5 credits)

- Students may take this as a non-degree course.

NURS 3150 - Foundations of Nursing Research (5 credits)

NURS 4100 - Quality and Safety Through Evidence-Based Practice (5 credits) NURS 4105 - Advocacy Through Healthcare Policy (5 credits)

NURS 4115 - Role of the Nurse-Public and Global Health* (5 credits)

- Students may take this as a non-degree course.

NURS 4210 - Role of the Nurse Leader in Population Health (5 credits) NURS 4005 - Topics in Clinical Nursing* (5 credits)

- Students may take this as a non-degree course.

NURS 4220 - Leadership Competencies in Nursing and Healthcare (5 credits)

Elective Courses and Prior Nursing Credit (80 credits)

Students with less than 80 transfer credits can choose elective courses from any of Walden's bachelor degree programs.

RN-BSN-AIM Track

The RN-BSN-AIM program provides current registered nurses (RNs) who have a diploma and/or associate's degree in nursing with the opportunity to earn a BSN degree as well as take three master's-level courses that can be transferred* into a Master of Science in Nursing (MSN) degree.

The program is specifically designed to provide students with the evidence-based practices that can be applied on the job immediately. At the same time, students will develop the skills of reflection, independent learning, and enhanced critical thinking that will enable them to stay current in their field throughout their career.

The RN-BSN-AIM program will provide a student with a bachelor's degree. All students will enter the program with previously earned education credits. These credits may include:

- Credits awarded for meeting competencies required to achieve the nursing license through either a diploma program or an associate's degree program.
- Transfer credits from undergraduate courses that they have taken at other universities.
- 135 of the 181 quarter credits may potentially be transferred into the program (depending upon the qualifications the students bring as they enter).

*After completion of the BSN program, students must apply to the MSN program, and the three master's-level courses can be transferred into an MSN degree if the students receive a grade of *B* or higher.

Degree Requirements

- 181 total credits
- General Education (50 credits)
- Upper-level nursing core courses (51 credits)
- NURS 5050, NURS 5051, and NURS 5052 will transfer into the MSN program with a grade of *B* or higher.
- Elective courses and prior nursing credit (80 credits)

Curriculum

General Education Courses (50 credits)

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

Upper-Level Nursing Core Courses (51 credits)

NURS 3100 - Issues and Trends in Nursing* (6 credits)

- Students may take this as a non-degree course.

NURS 3020 - Health Assessment* (5 credits)

- Students may take this as a non-degree course.

NURS 3150 - Foundations of Nursing Research (5 credits)

NURS 4115 - Role of the Nurse-Public and Global Health* (5 credits)

- Students may take this as a non-degree course.

NURS 5052 - Essentials of Evidence-Based Practice (5 credits) NURS 4005 - Topics in Clinical Nursing* (5 credits)

- Students may take this as a non-degree course.

NURS 5050 - Policy and Advocacy for Improving Population Health (5 credits) NURS 4210 - Role of the Nurse Leader in Population Health (5 credits)

NURS 5051 - Transforming Nursing and Healthcare Through Technology (5 credits) NURS 4220 - Leadership Competencies in Nursing and Healthcare (5 credits)

Elective Courses and Prior Nursing Credit (80 credits)

Students with less than 80 transfer credits can choose elective courses from any of Walden's bachelor degree programs.

RN-BSN Track

Degree Requirements

- 180 total credits
- General education courses (50 credits)
- Upper-level nursing core courses (50 credits)
- Elective courses and prior nursing credit (80 credits)

Core Curriculum

General Education Courses (50 credits)

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

Upper-Level Nursing Core (50 credits)

NURS 3100 - Issues and Trends in Nursing* (5 credits)

(Note: NURS 3100 is worth 5 credits, not 6, in the competency-based program.)

- IN3001 The Power of Nursing

Recognize the role of the nurse as a leader in the dynamic field of healthcare.

- IN3002 Nurses at the Forefront of Issues and Trends

Analyze factors, issues, and trends impacting the nursing profession.

- IN3003 Quality and Safety Practices for Healthcare Solutions

Explain how evidence-based nursing solutions promote patient quality and safety.

- IN3004 Interprofessional Teamwork: Civil Collaboration for the Common Good

Recommend appropriate strategies to promote civility and interprofessional communication in the workforce.

- IN3005 Powerful Caring Leads to Social Change

Analyze the responsibility of nursing professionals to advocate for social change.

- IN3006 Creating Your Personal Nursing Legacy

Evaluate areas of strength and areas of professional growth for improving the health and healthcare delivery of populations.

- Students may take this as a non-degree course.

NURS 3020 - Health Assessment* (5 credits)

- HA3001 Cultural and Genetic Influences on Health

Identify population health, cultural influences, and genetic and genomic information as it relates to conducting a health history and physical assessment.

- HA3002 Ethical Issues in Health Assessment

Articulate ethical issues related to obtaining a health history and physical exam.

- HA3003 Biopsychosocial Factors

Evaluate the impact of biopsychosocial factors on a patient during a health assessment.

- HA3004 Comprehensive Health History

Conduct and document a comprehensive health history.

- HA3005 Comprehensive Physical Assessment

Conduct and document a comprehensive physical assessment.

- Students may take this as a non-degree course.

NURS 3110A- Information Management and Patient Care Technology (5 credits)

- IM3001A Informatics in Healthcare

Recognize the importance of nursing informatics in healthcare and how it impacts the nurse's role and the healthcare institution.

- IM3002A Clinical Data Evaluation
- Evaluate clinical data to support evidence-based decision-making related to safe, quality healthcare delivery.
- IM3003A Protecting Patient Privacy

Use strategies to ensure the protection of patient data and privacy.

- IM3004A Healthcare Technology and Informed Decision Making

Create educational plans in collaboration with patients based on information from healthcare technology.

NURS 3150 - Foundations of Nursing Research (5 credits)

- NR3001 Research Process

Recognize the elements of the research process.

- NR3002 Research Methodology Analyze research methodologies.
- NR3003 Interpreting Data

Analyze and interpret research data.

- NR3004 Research Recommendations

Generate reasonable conclusions and recommendations based on published research findings.

NURS 4100 - Quality and Safety Through Evidence-Based Practice (5 credits)

- EP4001 Evidence-Based Practice Models for Research

Understand the importance of using models to facilitate evidence-based practice.

- EP4002 Clinical Nursing Issues

Develop an evidence-based practice question based on a clinical nursing issue.

- EP4003 Evaluating Research

Evaluate research related to a clinical practice issue.

- EP4004 Designing Interventions

Recommend evidence-based clinical interventions or process improvements to promote positive patient health outcomes.

NURS 4105 -Advocacy Through Healthcare Policy (5 credits)

- HP4001 Policy and the Role of the Nurse

Analyze the role of the nurse as a force that shapes policy.

- HP4002 U.S. Healthcare System

Demonstrate an understanding of the U.S. healthcare system.

- HP4003 Social Determinants of Health

Analyze healthcare policy and social determinants of health and how they impact health disparities.

- HP4004 Evaluating Health Policy

Evaluate federal, state, and local policies on healthcare.

- HP4005 Advocacy for Policy Change

Recommend policy change to advocate for positive patient outcomes.

NURS 4115 - Role of the Nurse-Public and Global Health* (5 credits)

- GH4001 Principles of Epidemiology Recognize principles of epidemiology.
- GH4002 The Role of the Nurse in Disaster and Emergency Preparedness

Analyze the role of the nurse leader in preparing for and responding to public health disasters and emergencies.

- GH4003 Communication and Collaboration With Diverse Cultures

Analyze population health beliefs and behaviors to inform culturally competent nursing practice.

- GH4004 The State of Global Health

Compare a health problem and the healthcare system of the U.S. to other countries.

- Students may take this as a non-degree course.

NURS 4210 - Role of the Nurse Leader in Population Health (5 credits)

- PH4001 The Role of the Nurse Leader in Population Health Analyze the role of the nurse leader in population health.
- PH4002 Identifying Health Problems Within Your Community

Justify a public health problem within your community using multiple sources of data.

- PH4003 Community Assessment (Practicum)

Analyze a population health problem based on a community assessment.

- PH4004 Evidence-Based Practice in Public Health Nursing (Practicum) Synthesize sources of information to inform public health nursing interventions.
- PH4005 Evidence-Based Intervention Plan (Practicum)

Create an evidence-based primary intervention plan at the system level in collaboration with health leaders to improve the health of a population in your community.

NURS 4005 - Topics in Clinical Nursing* (5 credits)

- CN4001 Nurse as Leader

Analyze the leadership role of the nurse in preventing and managing health problems across the lifespan in healthcare practice settings.

- CN4002 Genetics and Genomics

Develop a patient education fact sheet for a genetic-based healthcare issue.

- CN4003 Staffing Plan

Analyze the process of creating a staffing plan that meets both patient care needs and budget constraints.

- CN4004 Data-Driven Nursing Interventions

Create a data-driven nursing intervention based on quality indicators.

- Students may take this as a non-degree course.

NURS 4220A - Leadership Competencies in Nursing and Healthcare (5 credits)

- LC4001A Leadership for Organizational Culture and Growth

Analyze leadership for organizational culture and growth to promote positive social change through patient quality and safety.

- LC4002A Healthcare Quality

Analyze healthcare quality for nursing practice.

- LC4003A Quality Improvement Processes Analyze quality improvement processes.

- LC4004A Quality Improvement Tools

Analyze information from quality improvement tools.

- LC4005A Improving Patient Quality and Safety
- Apply quality improvement processes and tools as a scholar-practitioner to improve quality and safety.

Elective Courses and Prior Nursing Credit (80 credits)

Nurses admitted to the program may be awarded up to 50 quarter credits for meeting competencies required to achieve the nursing license through either a diploma program or an associate degree program.

Students with less than 80 transfer credits can choose elective courses from any of Walden's bachelor degree programs.

RN-BSN-AIM Track

The RN-BSN-AIM program provides current registered nurses (RNs) who have a diploma and/or associate's degree in nursing with the opportunity to earn a BSN degree as well as take three master's-level courses that can be transferred* into a Master of Science in Nursing (MSN) degree.

The program is specifically designed to provide students with the evidence-based practices that can be applied on the job immediately. At the same time, students will develop the skills of reflection, independent learning, and enhanced critical thinking that will enable them to stay current in their field throughout their career.

The RN-BSN-AIM program will provide a student with a bachelor's degree. All students will enter the program with previously earned education credits. These credits may include:

- Credits awarded for meeting competencies required to achieve the nursing license through either a diploma program or an associate's degree program.
- Transfer credits from undergraduate courses that they have taken at other universities.
- 135 of the 180 quarter credits may potentially be transferred into the program (depending upon the qualifications the students bring as they enter).

* After completion of the BSN program, students must apply to the MSN program, and the three master's-level courses can be transferred into an **MSN** degree if the students receive a grade of "B" or higher.

Core Curriculum

Degree Requirements

- 180 total credits
- General Education courses (50 credits)
- Upper-level nursing core courses (50 credits)
- NURS 5050, NURS 5051, and NURS 5052 will transfer into the MSN program
- Elective courses and prior nursing credit (80 credits)

General Education Courses (50 credits)

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

Upper-Level Nursing Core (50 credits)

NURS 3100 - Issues and Trends in Nursing* (5 credits)

(Note: NURS 3100 is worth 5 credits, not 6, in the competency-based program.)

- IN3001 The Power of Nursing

Recognize the role of the nurse as a leader in the dynamic field of healthcare.

- IN3002 Nurses at the Forefront of Issues and Trends

Analyze factors, issues, and trends impacting the nursing profession.

- IN3003 Quality and Safety Practices for Healthcare Solutions

Explain how evidence-based nursing solutions promote patient quality and safety.

- IN3004 Interprofessional Teamwork: Civil Collaboration for the Common Good

Recommend appropriate strategies to promote civility and interprofessional communication in the workforce.

- IN3005 Powerful Caring Leads to Social Change

Analyze the responsibility of nursing professionals to advocate for social change.

- IN3006 Creating Your Personal Nursing Legacy

Evaluate areas of strength and areas of professional growth for improving the health and healthcare delivery of populations.

- Students may take this as a non-degree course.

NURS 3020 - Health Assessment* (5 credits)

- HA3001 Cultural and Genetic Influences on Health

Identify population health, cultural influences, and genetic and genomic information as it relates to conducting a health history and physical assessment.

- HA3002 Ethical Issues in Health Assessment

Articulate ethical issues related to obtaining a health history and physical exam.

- HA3003 Biopsychosocial Factors

Evaluate the impact of biopsychosocial factors on a patient during a health assessment.

- HA3004 Comprehensive Health History

Conduct and document a comprehensive health history.

- HA3005 Comprehensive Physical Assessment

Conduct and document a comprehensive physical assessment.

- Students may take this as a non-degree course.

NURS 3150 - Foundations of Nursing Research (5 credits)

- NR3001 Research Process

Recognize the elements of the research process.

- NR3002 Research Methodology Analyze research methodologies.

- NR3003 Interpreting Data

Analyze and interpret research data.

- NR3004 Research Recommendations

Generate reasonable conclusions and recommendations based on published research findings.

NURS 4115 - Role of the Nurse-Public and Global Health* (5 credits)

- GH4001 Principles of Epidemiology Recognize principles of epidemiology.

- GH4002 The Role of the Nurse in Disaster and Emergency Preparedness

Analyze the role of the nurse leader in preparing for and responding to public health disasters and emergencies.

- GH4003 Communication and Collaboration With Diverse Cultures

Analyze population health beliefs and behaviors to inform culturally competent nursing practice.

- GH4004 The State of Global Health

Compare a health problem and the healthcare system of the U.S. to other countries.

- Students may take this as a non-degree course.

NURS 5052 - Essentials of Evidence-Based Practice (5 credits)

- EB001 Evidence-Based Practice and the Quadruple Aim

Analyze the relationship between evidence-based practice and the Quadruple Aim in healthcare organizations.

- EB002 Research Methodology

Analyze research methodologies described in peer-reviewed articles.

- EB003 Clinical Inquiry, Problem-Intervention-Comparison-Outcome-Time (PICOT), and Searching Databases Analyze relevant, peer-reviewed articles in support of PICOT questions.
- EB004 Critical Appraisal, Evaluation/Summary, and Synthesis of Evidence Recommend best practices based on critical appraisal of evidence-based research.
- EB005 Evidence-Based Decision-Making

Recommend evidence-based organizational changes using an evidence-based practice approach to decision making.

- EB006 Disseminating Evidenced-Based Practice Changes

Analyze dissemination strategies for evidence-based practice changes in healthcare.

NURS 4005 - Topics in Clinical Nursing* (5 credits)

- CN4001 Nurse as Leader

Analyze the leadership role of the nurse in preventing and managing health problems across the lifespan in healthcare practice settings.

- CN4002 Genetics and Genomics

Develop a patient education fact sheet for a genetic-based healthcare issue.

- CN4003 Staffing Plan

Analyze the process of creating a staffing plan that meets both patient care needs and budget constraints.

- CN4004 Data-Driven Nursing Interventions

Create a data-driven nursing intervention based on quality indicators.

- Students may take this as a non-degree course.

NURS 4210 - Role of the Nurse Leader in Population Health (5 credits)

- PH4001 The Role of the Nurse Leader in Population Health Analyze the role of the nurse leader in population health.
- PH4002 Identifying Health Problems Within Your Community

Justify a public health problem within your community using multiple sources of data.

- PH4003 Community Assessment (Practicum)

Analyze a population health problem based on a community assessment.

- PH4004 Evidence-Based Practice in Public Health Nursing (Practicum) Synthesize sources of information to inform public health nursing interventions.
- PH4005 Evidence-Based Intervention Plan (Practicum)

Create an evidence-based primary intervention plan at the system level in collaboration with health leaders to improve the health of a population in your community.

NURS 4220A- Leadership Competencies in Nursing and Healthcare (5 credits)

- LC4001A Leadership for Organizational Culture and Growth

Analyze leadership for organizational culture and growth to promote positive social change through patient quality and safety.

- LC4002A Healthcare Quality

Analyze healthcare quality for nursing practice.

- LC4003A Quality Improvement Processes Analyze quality improvement processes.
- LC4004A Quality Improvement Tools

Analyze information from quality improvement tools.

- LC4005A Improving Patient Quality and Safety
- Apply quality improvement processes and tools as a scholar-practitioner to improve quality and safety.

NURS 5050 - Policy and Advocacy for Improving Population Health (5 credits)

- PA001 Agenda Setting

Evaluate federal agendas to promote healthcare issues within the policymaking system/process.

- PA002 Legislation

Advocate a position on a population health-related bill.

- PA003 Regulation

Analyze how regulations influence the nurse's role and the delivery, costs, and access to healthcare.

- PA004 Design and Implementation

Analyze advocacy and the role of the nurse in healthcare program design and implementation.

- PA005 Healthcare Program/Policy Evaluation

Assess outcomes of population health program/policy evaluations.

- PA006 Global Healthcare Issues

Analyze the impact of nurse advocacy on addressing global health issues.

NURS 5051 - Transforming Nursing and Healthcare Through Technology (5 credits)

- TN001 What is Informatics?

Analyze frameworks and tools for the role of the nurse as an informaticist and knowledge worker.

- TN002 The Role of Nurse Informatics in Healthcare

Analyze the role of the nurse informaticist in nursing informatics projects to improve outcomes or efficiencies in healthcare organizations.

- TN003 Data to Information to Knowledge to Wisdom

Analyze how standardized terminologies impact the practice of healthcare and nursing informatics.

- TN004 Technologies Supporting Applied Practice and Optimal Patient Outcomes

Analyze nursing informatics research on the application of clinical systems to improve outcomes and efficiencies.

- TN005 The Nurse Leader and the Systems Development Life Cycle

Define the role of the nurse for participation on an implementation team as a component of the systems development life cycle.

- TN006 Policy and Regulation Supporting Informatics and Technology

Evaluate legislative policies and regulations for health and nursing informatics and their impact on improvement for outcomes and efficiencies in nursing practice.

Elective Courses and Prior Nursing Credit (80 credits)

Nurses admitted to the program may be awarded up to 50 quarter credits for meeting competencies required to achieve the nursing license through either a diploma program or an associate degree program.

Students with less than 80 transfer credits can choose elective courses from any of Walden's bachelor degree programs.

Note on Field Experience and Relocating

Students who are considering relocating are advised to contact their student success advisor prior to any decision to relocate in order to determine how relocation may impact progress in their program. Advisors can provide information and guidance on how relocating may result in possible changes, restrictions, and/or additional requirements affecting field experience. Each Board of Nursing and Higher Education Authority governs the field experience rules and regulations in their respective states, and students may be unable to complete field experience in the state in which they plan to relocate. While Walden is committed to working collaboratively with students to secure field sites across the United States, it is imperative that students contact their student success advisor immediately when considering relocating.

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, influence the quality of patient care, manage technology and information, gain autonomy in their careers, and develop a lifelong commitment to learning. The MSN program offers a range of specializations in the most critical areas of nursing today.

Note: The Master of Science in Nursing (MSN) program is offered in two different learning modalities: the course-based modality and the competency-based modality, Tempo Learning®.

Accreditation

Walden University's bachelor's degree program in nursing (BSN), master's degree program in nursing (MSN), post-graduate APRN certification program, and Doctor of Nursing Practice (DNP) program at Walden University are accredited by the Commission on Colleges (CCNE) Accreditation (www.ccneaccreditation.org).



The MSN nurse practitioner specializations are designed to prepare graduates to qualify to sit for national nurse practitioner certification exams, which are required for practice as a nurse practitioner in most states. Because no graduate program can guarantee that graduates will be permitted to practice as a nurse practitioner upon graduation, we encourage students to consult the appropriate Board of Nursing or state agency to determine specific certification exam requirements. Walden enrollment specialists can provide information relating to national certification exams; however, it remains the individual's responsibility to understand, evaluate, and comply with all requirements relating to national certification exams for the state in which he or she resides, as requirements vary widely. Walden makes no representations or guarantee that completion of Walden coursework or programs will permit an individual to obtain national certification. For more information about nurse practitioner certification exams, students should visit the American Association of Nurse Practitioners (AANP), American Nurses Credentialing Center (ANCC), the American Association of Critical Care Nurses (MCN), the Pediatric Nursing Certification Board (PNCBB), or other nurse practitioner websites.

Note on Licensure

The MSN nurse practitioner specializations are designed to prepare graduates with an active registered nurse (RN) license to practice as nurse practitioners. However, each state Board of Nursing has its own academic and certification requirements and issues its own credential for an RN to be permitted to practice as a nurse practitioner in that state.

Because no graduate program can guarantee that graduates will be permitted to practice as a nurse practitioner upon graduation, we encourage students to consult the appropriate Board of Nursing or state agency in the state in which he or she resides to determine specific requirements. Additionally, prospective students are advised if they choose to relocate to carefully review, evaluate, and understand the requirements of the applicable licensure board in the state in which they intend to relocate. Walden enrollment specialists can provide general guidance relating to the state-by-state requirements for practice as a nurse practitioner; however, it remains the individual's responsibility to understand, evaluate, and comply with all requirements relating to the practice as a nurse practitioner in the state in which he or she resides, as requirements vary widely. Walden makes no representations or guarantee that completion of Walden coursework or programs will permit an individual to obtain state licensure, authorization, endorsement, or other state credential. For more information about the requirements to practice as a nurse practitioner, students should contact the appropriate Board of Nursing or state agency.

Prospective Alabama students: State approval of a program to offer Alabama licensed nurses' opportunities for advanced degrees does not indicate eligibility for approval to practice as an advanced nurse in Alabama. Applications for approval in Alabama are required to meet the Alabama requirements for national certification, graduation from a specific-type program for the advanced practice approval, and completion of the appropriate application. Any program offering a pre-licensure track to Alabama students shall meet the requirements of the Alabama regulations for pre-licensure programs or the graduates may not be eligible to take the national licensure examination required by the Alabama Board of Nursing to enter the practice. www.abn.alabama.gov

Prospective Washington students: Walden University is approved by the Washington State Nursing Care Quality Assurance Commission to provide practice experiences in Washington State for a Bachelor's of Science in Nursing, Master of Science in Nursing with a specialization in Nursing Education, Nursing Informatics, Leadership and Management, Family Nurse Practitioner, Adult-Gerontology Acute Care Nurse Practitioner, Adult-Gerontology Primary Care Nurse Practitioner, and Psychiatric and Mental Health Nurse Practitioner, as well as the Doctor of Nursing Practice (DNP) program. For more information, go to the following

website: <https://www.doh.wa.gov/LicensesPermitsandCertificates/NursingCommission/NursingEducation/NursingPrograms>.

Learning Outcomes

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

1. Synthesize organizational/systems leadership for cost-effective specialist nursing practice that contributes to high-quality healthcare delivery, advancement of the nursing profession, and social change.
2. Critique evidence-based literature drawing from diverse theoretical perspectives and pertinent research to guide decision making that demonstrates best practices for specialist nursing practice in a global society.
3. Integratively assess, diagnose, plan, implement, and evaluate cost-effective healthcare strategies that reduce health disparities by patient/population advocacy for access to specialist nursing care.
4. Demonstrate ability to effectively communicate using audience-specific oral, written, and information technology for professional delivery of specialist nursing care.
5. Evaluate health needs of diverse populations for necessary teaching/coaching functions based on specialist nursing knowledge to restore/promote health and prevent illness/injury.
6. Exhibit ongoing commitment to professional development and value of nursing theories/ethical

principles (altruism, autonomy, human dignity, integrity, social justice) in accordance with ethically responsible, legally accountable, specialist nursing practice.

7. Implement specialist nursing roles to promote quality improvement of patient-centered care in accordance with professional practice standards that transform health outcomes for diverse populations.

Course-Based Program

Degree Requirements

- BSN Track: 53 to 63 quarter credits; RN Track: 79 to 89 quarter credits (depending on specialization)
- Professional Development Plan and program of study
- Core courses (23 credits)
- Specialization courses (30 to 40 credits, depending on specialization)
 - Advanced Health Assessment, Advanced Pathophysiology, and Advanced Pharmacology are prerequisites for the Nurse Practitioner practicum component.
- Portfolio (required for Nurse Executive, Nursing Education, Nursing Informatics, and Public Health Nursing specializations only)

Course-Based Curriculum

The MSN program has two admission tracks for registered nurses:

1. BSN Track: This track is for students with a Bachelor of Science in Nursing (BSN) degree.
2. RN Track: This track is for students with an associate's degree in nursing or a diploma in nursing that prepares for licensure in registered nursing. RN-MSN applications will not be accepted without a nursing degree conferred.

BSN Track: BSN graduates enter the MSN program at the core course level.

RN Track: Students complete 26 quarter credits of undergraduate-level foundational courses before starting the MSN core courses. The foundational courses contain the essential content and learning activities to prepare students for the core courses but are not equivalent to the degree requirements of a BSN program.

BSN and RN Tracks: All students complete the same MSN core and specialization curriculum. The five core courses provide students with graduate-level knowledge in areas of theory, research, diversity, legality/ethics, and healthcare systems. The specialization courses build on the core courses and offer students direction and guidance for influencing nursing practice in selected areas. A portfolio based on the specific outcomes of the program must be submitted and approved before the degree is granted. (Portfolio required for Nurse Executive, Nursing Education, Nursing Informatics, and Public Health Nursing specializations only).

Course-Based Foundational and Core Curricula

RN Track Only: Foundation Courses (26 credits) NURS 3101 - Issues and Trends in Nursing (6 credits) NURS 3151 - Foundations of Nursing Research (5 credits)

NURS 4211 - Role of the Nurse Leader in Population Health (5 credits) NURS 4006 - Topics in Clinical Nursing (5 credits)

NURS 4221 - Leadership Competencies in Nursing and Healthcare (5 credits)

BSN and RN Tracks: Core Courses (23 credits)*

NURS 6002 - Perspectives on Graduate Study for Advanced Nursing Practice (3 credits)

OR

NURS 6003 - Perspectives on Graduate Study for Advanced Nursing Practice (3 credits)

AND

NURS 6050 - Policy and Advocacy for Improving Population Health (5 credits) NURS 6051 - Transforming Nursing and Healthcare Through Technology (5 credits) NURS 6052 - Essentials of Evidence-Based Practice (5 credits)

NURS 6053 - Interprofessional Organizational and Systems Leadership (5 credits)

* Students in the Public Health Nursing specialization will complete PUBH 6127 instead of NURS 6050.

General Education Courses Available

Courses are available at Walden for those RN students who have not completed the minimum undergraduate credits of general education courses required for admission to the master's program. Students who choose to complete general education courses at Walden are admitted provisionally to the RN Track of the MSN program.

Note: Students must earn a "C" or better in each course and maintain a GPA of 3.0

Communication (2 courses)

ENGL 1001 - English Composition* (5 credits)

- Students may take this as a non-degree course.

ENGL 2002 - Professional Writing for Successful Communication* (5 credits)

- Students may take this as a non-degree course.

Arts & Humanities (2 courses)

HMNT 3001 - Modern Popular Culture* (5 credits)

- Students may take this as a non-degree course.

PHIL 1001 - Introduction to Philosophy* (5 credits)

- Students may take this as a non-degree course.

Social/Behavioral Sciences (2 courses)

PSYC 1001 - Introduction to Psychology* (5 credits)

- Students may take this as a non-degree course.

SOCI 1001 - Introduction to Sociology* (5 credits)

- Students may take this as a non-degree course.

Science (3 courses)

Required:

BIOL 3020 - Essentials of Human Anatomy and Physiology* (5 credits)

- Students may take this as a non-degree course.

Additional Science courses, if needed:

BIOL 1001 - Introduction to Biology* (5 credits)

- Students may take this as a non-degree course.

BIOL 2320 - Nutritional Science* (5 credits)

- Students may take this as a non-degree course.

Statistics (1 course)

STAT 3001 - Statistical Methods and Applications* (5 credits)

- Students may take this as a non-degree course.

Elective (1 course)

ANTH 3001 - Indigenous Peoples in the Modern World* (5 credits)

- Students may take this as a non-degree course.

Nurse Practitioner Specializations

✦Specialization in Adult Gerontology Acute Care Nurse Practitioner

In the Adult/Gerontology Acute Care Nurse Practitioner specialization, students build their core competencies to become nurse practitioners while acquiring the advanced practice skills essential to high-acuity healthcare settings such as hospital emergency rooms, intensive care units, trauma centers, and specialty practices. Coursework prepares students for the challenges of managing the care of acutely or chronically ill adolescents (13+), young adults, adults, and older adults across the entire patient care experience, from initial assessment and diagnosis to developing a treatment and care plan. Graduates of this program will also be prepared to apply research and evidence-based practice to support quality improvement initiatives.

Specialization Courses (35 credits)

NURS 6501 -Advanced Pathophysiology* (5 credits)

- Students may take this as a non-degree course.

NURS 6521 -Advanced Pharmacology* (5 credits)

- Students may take this as a non-degree course.

NURS 6512 -Advanced Health Assessment and Diagnostic Reasoning* (5 credits)

- Students may take this as a non-degree course.

NRNP 6566 -Advanced Care of Adults in Acute Settings I (3 credits)

PRAC 6566 -Advanced Care of Adults in Acute Settings I Practicum (2 credits) NRNP 6540 -Advanced Practice Care of Older Adults (3 credits)

PRAC 6540 -Advanced Practice Care of Older Adults Practicum (2 credits)

NRNP 6550 -Advanced Practice Care of Adults in Acute Care Settings II (3 credits)

PRAC 6550 -Advanced Practice Care of Adults in Acute Care Settings II Practicum (2 credits) NRNP 6560 -Advanced Care of Adults in Acute Settings III (3 credits)

PRAC 6560 -Advanced Care of Adults in Acute Settings III Practicum (2 credits)

Course Sequence

MSN -AGAC Course Sequence Example 1

One MSN - AGAC course sequence example is as follows. This quarter sequence is an example for BSN-Entry students. Please note that RN-MSN students must complete all RN Foundation and General Education courses before they can begin working on the MSN Core and Specialization courses listed below.

	Quarter	Course	Credits
1	Quarter	NURS 6003 - Perspectives on Graduate Study for Advanced Nursing Practice	3 credits
			5 credits
		NURS 6050 - Policy and Advocacy for Improving Population Health	
2	Quarter	NURS 6051 - Transforming Nursing and Healthcare Through Technology	5 credits
			5 credits
		NURS 6052 - Essentials of Evidence-Based Practice	

	Quarter	Course	Credits
7	Quarter	NRNP 6550 -Advanced Practice Care of Adults in Acute Care	3 er
		Settings II	2 credits
		PRAC 6550 - Advanced Practice Care of Adults in Acute Care Settings II Practicum	
8	Quarter	NRNP 6560 -Advanced Care of Adults in Acute Settings III	3 credits
		PRAC 6560 -Advanced Care of Adults in Acute Settings III Practicum	2 credits

MSN -AGAC Course Sequence Example 2

Another MSN - AGAC course sequence example is as follows. This quarter sequence is an example for BSN-Entry students. Please note that RN-MSN students must complete all RN Foundation and General Education courses before they can begin working on the MSN Core and Specialization courses listed below.

	Quarter	Course	Credits
1	Quarter	NURS 6003 - Perspectives on Graduate Study for Advanced Nursing	3 credits
		Practice	5 credits
		NURS 6501 -Advanced Pathophysiology	
2	Quarter	NURS 6051 - Transforming Nursing and Healthcare Through	5 credits
		Technology	5 credits
		NURS 6521 -Advanced Pharmacology	
3	Quarter	NURS 6052 - Essentials of Evidence-Based Practice	5 credits
		NURS 6512 -Advanced Health Assessment and Diagnostic Reasoning	5 credits
4	Quarter	NURS 6050 - Policy and Advocacy for Improving Population Health	5 credits
		NRNP 6566 -Advanced Care of Adults in Acute Settings I	3 credits
		PRAC 6566 -Advanced Care of Adults in Acute Settings I Practicum	2 credits
5	Quarter	NURS 6053 - Interprofessional Organizational and Systems	5 credits
		Leadership	3 credits
		NRNP 6540 -Advanced Practice Care of Older Adults	2 credits
		PRAC 6540 -Advanced Practice Care of Older Adults Practicum	
6	Quarter	NRNP 6550 -Advanced Practice Care of Adults in Acute Care	3 credits
		Settings II	2 credits
		PRAC 6550 - Advanced Practice Care of Adults in Acute Care Settings II Practicum	
7	Quarter	NRNP 6560 -Advanced Care of Adults in Acute Settings III	3 credits
		PRAC 6560 -Advanced Care of Adults in Acute Settings III Practicum	2 credits

* Due to the nature of this practicum, it is strongly recommended that students take this practicum experience paired only with its didactic course (NRNP) or by itself.

***Note regarding NURS 6051 and NURS 6052:** It is recommended that these courses are NOT be taken with a practicum experience.

*** Note regarding PRAC 6550 and PRAC 6560:** Due to the nature of these practicums, it is strongly recommended that students take these practicum experiences paired only with their corresponding didactic courses (NRNP) or by itself.

†Specialization in Adult Gerontology Primary Care Nurse Practitioner

Adult Gerontology Primary Care Nurse Practitioners (AGPCNPs) are advanced practice nurses who hold a Master of Science in Nursing (MSN) and have advanced clinical education. AGPCNPs are trained to assess, diagnose, treat, and manage a variety of health issues among adult patients, ages 13 years and older. This specialization explores strategies for improving health outcomes through effective communication and collaboration. Students have the opportunity to explore current health topics through a curriculum developed in collaboration with experts. Courses are rooted in evidence-based practice so that students can gain knowledge in providing quality, comprehensive, accessible, and cost-effective care.

This specialization can prepare students to make a positive difference in today's dynamic and ever-changing healthcare environment, whether in clinical practice or a related health professional role. Students can prepare to advance their careers. Graduates can pursue national adult-gerontology nurse practitioner certification and state credentialing.

Specialization Courses (35 credits)

NURS 6501 -Advanced Pathophysiology* (5 credits)

- Students may take this as a non-degree course. NURS 6521 - Advanced Pharmacology* (5 credits)
- Students may take this as a non-degree course.

NURS 6512 -Advanced Health Assessment and Diagnostic Reasoning* (5 credits)

- Students may take this as a non-degree course.

NRNP 6531 - Primary Care of Adults Across the Lifespan (3 credits)

PRAG 6531 - Primary Care of Adults Across the Lifespan Practicum (2 credits) NRNP 6540 -Advanced Practice Care of Older Adults (3 credits)

PRAG 6540 - Advanced Practice Care of Older Adults Practicum (2 credits)

NRNP 6552 - Advanced Nurse Practice in Reproductive Health Care (3 credits)

PRAG 6552 - Advanced Nurse Practice in Reproductive Health Care Practicum (2 credits)

NRNP 6565 - Synthesis in Advanced Nursing Practice Care of Patients in Primary Care Settings (3 credits) PRAG 6565 - Synthesis in Advanced Nursing Practice of Patients in Primary Care Settings Practicum (2 credits)

Course Sequence

MSN - AGPC Course Sequence Example 1

One MSN - AGPC course sequence example is as follows. This quarter sequence is an example for BSN-Entry students. Please note that RN-MSN students must complete all RN Foundation and General Education courses before they can begin working on the MSN Core and Specialization courses listed below.

Quarter	Course	Credits
1	NURS 6003 - Perspectives on Graduate Study for Advanced Nursing Practice	3 credits
		5 credits
<i>Walden University Student Catalog (April 2023) 7-8-2</i>		
2	NURS 6051 - Transforming Nursing and Healthcare Through Technology	5 credits
		5 credits

MSN -AGPC Course Sequence Example 2

Another MSN - AGPC course sequence example is as follows. This quarter sequence is an example for BSN-Entry students. Please note that RN-MSN students must complete all RN Foundation and General Education courses before they can begin working on the MSN Core and Specialization courses listed below.

Quarter	Course	Credits
1	Quarter NURS 6003 - Perspectives on Graduate Study for Advanced Nursing	3 credits
	Practice	5 credits
	NURS 6501 -Advanced Pathophysiology	
2	Quarter NURS 6051 - Transforming Nursing and Healthcare Through	5 credits
	Technology	5 credits
	NURS 6521 -Advanced Pharmacology	
3	Quarter NURS 6052 - Essentials of Evidence-Based Practice	5 credits
	NURS 6512 -Advanced Health Assessment and Diagnostic Reasonin	5 credits

* Due to the nature of this practicum, it is strongly recommended that students take this practicum experience paired only with its didactic course (NRNP) or by itself.

***Note regarding NURS 6051 and NURS 6052:** It is recommended that these courses are NOT taken with a practicum experience.

***Note regarding PRAC 6531:** Due to the nature of this practicum, it is strongly recommended that students take this practicum experience paired only with its didactic course (NRNP) or by itself.

†Specialization in Family Nurse Practitioner

Family Nurse Practitioners (FNPs) are advanced practice registered nurses with the knowledge and skills to assess and manage health issues in patients of all ages, from birth through the senior years. This specialization can prepare students to gain autonomy or advance in their career as healthcare professionals. Through a series of courses and well- rounded clinical practice experiences focused on current health issues, students can effectively implement and facilitate disease prevention, health promotion, health maintenance, and restorative care interventions.

This online Family Nurse Practitioner specialization focuses on evidence-based techniques that can enhance the quality of care and outcomes for patients. The program offers strategies that can prepare students to work in primary care outpatient health settings or change the course of their healthcare career. Graduates of the program can pursue national family nurse practitioner certification and state credentialing.

Specialization Courses (35 credits)

NURS 6501 -Advanced Pathophysiology* (5 credits)

- Students may take this as a non-degree course.

NURS 6521 -Advanced Pharmacology* (5 credits)

- Students may take this as a non-degree course.

NURS 6512 -Advanced Health Assessment and Diagnostic Reasoning* (5 credits)

- Students may take this as a non-degree course.

NRNP 6531 - Primary Care of Adults Across the Lifespan (3 credits)

PRAC 6531 - Primary Care of Adults Across the Lifespan Practicum (2 credits) NRNP 6541 - Primary Care of Adolescents and Children (3 credits)

PRAC 6541 - Primary Care of Adolescents and Children Practicum (2 credits) NRNP 6552 -Advanced Nurse Practice in Reproductive Health Care (3 credits)

PRAC 6552 -Advanced Nurse Practice in Reproductive Health Care Practicum (2 credits)

NRNP 6568 - Synthesis in Advanced Nursing Practice of Patients in Family Care Settings (3 credits)

PRAC 6568 - Synthesis in Advanced Nursing Practice of Patients in Family Care Settings Practicum (2 credits)

Course Sequence

MSN - FNP Course Sequence Example 1

One MSN - FNP course sequence example is as follows. This quarter sequence is an example for BSN-Entry students. Please note that RN-MSN students must complete all RN Foundation and General Education courses before they can begin working on the MSN Core and Specialization courses listed below.

IQuarter	Course	Credits
Quarter	NURS 6003 - Perspectives on Graduate Study for Advanced	3 credits
1	Nursing Practice	5 credits

NURS 6050 - Policy and Advocacy for Improving Population Health			
2	Quarter	NURS 6051 - Transforming Nursing and Healthcare Through Technology	5 credits
		NURS 6052 - Essentials of Evidence-Based Practice	5 credits
3	Quarter	NURS 6053 - Interprofessional Organizational and Systems Leadership	5 credits
		NURS 6501 -Advanced Pathophysiology	5 credits
4	Quarter	NURS 6521 -Advanced Pharmacology	5 credits
		NURS 6512 -Advanced Health Assessment and Diagnostic Reasoning	5 credits
5	Quarter	NRNP 6531 - Primary Care of Adults Across the Lifespan	3 credits
		PRAC 6531 - Primary Care of Adults Across the Lifespan Practicum	2 credits
6	Quarter	NRNP 6541 - Primary Care of Adolescents and Children	3 credits
		PRAC 6541 - Primary Care of Adolescents and Children Practicum	2 credits
7	Quarter	NRNP 6552 -Advanced Nurse Practice in Reproductive Health Care	3 credits
		PRAC 6552 - Advanced Nurse Practice in Reproductive Health Care Practicum	2 credits
8	Quarter	NRNP 6568 - Synthesis in Advanced Nursing Practice of Patients in Family Care Settings	3 credits
		PRAC 6568 - Synthesis in Advanced Nursing Practice of Patients in Family Care Settings2 credits Practicum	

MSN - FNP Course Sequence Example 2

Another MSN - FNP course sequence example is as follows. This quarter sequence is an example for BSN-Entry students. Please note that RN-MSN students must complete all RN Foundation and General Education courses before they can begin working on the MSN Core and Specialization courses listed below.

Quarter	Course	Credits	
1	Quarter	NURS 6003 - Perspectives on Graduate Study for Advanced Nursing Practice	3 credits
		NURS 6501 -Advanced Pathophysiology	5 credits

2	Quarter	NURS 6051 - Transforming Nursing and Healthcare Through Technology	5 credits
		NURS 6521 -Advanced Pharmacology	5 credits
3	Quarter	NURS 6052 - Essentials of Evidence-Based Practice	5 credits
		NURS 6512 -Advanced Health Assessment and Diagnostic Reasoning	5 credits
4	Quarter	NRNP 6531 - Primary Care of Adults Across the Lifespan	3 credits
		PRAC 6531 - Primary Care of Adults Across the Lifespan Practicum	2 credits

Quarter	Course	Credits
5	Quarter NURS 6050 - Policy and Advocacy for Improving Population Health	5 credits
		3 credits
	NRNP 6541 - Primary Care of Adolescents and Children	2 credits
	PRAC 6541 - Primary Care of Adolescents and Children Practicum	
6	Quarter NURS 6053 - Interprofessional Organizational and Systems Leadership	5 credits
	NRNP 6552 -Advanced Nurse Practice in Reproductive Health Care	3 credits
		2 credits
	PRAC 6552 - Advanced Nurse Practice in Reproductive Health Care Practicum	
7	Quarter NRNP 6568 - Synthesis in Advanced Nursing Practice of Patients in Family Care Settings	3 credits
	PRAC 6568 - Synthesis in Advanced Nursing Practice of Patients in Family Care Settings Practicum	2 credits

*Due to the nature of this practicum, it is strongly recommended that students take this practicum experience paired only with its didactic course (NRNP) or by itself.

***Note regarding NURS 6051 and NURS 6052:** It is recommended that these courses are NOT taken with a practicum experience.

***Note regarding PRAC 6531 and PRAC 6568:** Due to the nature of these practicums, it is strongly recommended that students take these practicum experience paired only with their corresponding didactic course (NRNP) or by itself.

†Specialization in Pediatric Nurse Practitioner Primary Care

This specialization will meet the needs of nurses who wish to specialize in pediatrics primary care and will enable nurses to seek their master's degree and enter practice as a pediatric nurse practitioner primary care (PNP-PC).

Specialization Courses (40 credits)

NURS 6501 -Advanced Pathophysiology* (5 credits)

- Students may take this as a non-degree course.

NURS 6521 -Advanced Pharmacology* (5 credits)

- Students may take this as a non-degree course.

NURS 6512 -Advanced Health Assessment and Diagnostic Reasoning* (5 credits)

- Students may take this as a non-degree course.

NURS 6800 -Advanced Pediatric Development and Behavior (5 credits) NRNP 6810 - Primary Care Approaches for Children (3 credits)

PRAG 6810 -Advanced Pediatric Nursing Practicum I: Primary Care (2 credits) NRNP 6820 - Management of Complex Pediatric Conditions (3 credits)

PRAG 6820 -Advanced Pediatric Nursing Practicum II: Complex Care (2 credits) NRNP 6830 - Management of Specialized Populations (3 credits)

PRAG 6830 -Advanced Pediatric Nursing Practicum III: Specialty Care (2 credits) NRNP 6840 - Synthesis of Pediatric Primary Care (3 credits)

PRAG 6840 - Advanced Pediatric Nursing Practicum IV: Synthesis Care (2 credits)

Course Sequence

MSN - PNP Course Sequence Example 1

One MSN - PNP course sequence example is as follows. This quarter sequence is an example for BSN-Entry students. Please note that RN-MSN students must complete all RN Foundation and General Education courses before they can begin working on the MSN Core and Specialization courses listed below.

Quarter	Course	Credits
Quarter	NURS 6003 - Perspectives on Graduate Study for Advanced Nursing Practice	3 credits
	NURS 6050 - Policy and Advocacy for Improving Population Health	5 credits
Quarter	NURS 6051 - Transforming Nursing and Healthcare Through Technology	5 credits
	NURS 6052 - Essentials of Evidence-Based Practice	5 credits
Quarter MSN - PNP Course Sequence Example 2 Another MSN - PNP course sequence example is as follows. This quarter sequence is an example for BSN-Entry	NURS 6053 - Interprofessional Organizational and Systems Leadership	5 credits

students. Please note that RN-MSN students must complete all RN Foundation and General Education courses before they can begin working on the MSN Core and Specialization courses listed below.

Quarter	Course	Credits
Quarter 1	NURS 6003 - Perspectives on Graduate Study for Advanced Nursing Practice	3 credits
	NURS 6501 -Advanced Pathophysiology	5 credits
Quarter 2	NURS 6051 - Transforming Nursing and Healthcare Through Technology	5 credits
	NURS 6521 -Advanced Pharmacology	5 credits
Quarter 3	NURS 6052 - Essentials of Evidence-Based Practice	5 credits
	NURS 6512 - Advanced Health Assessment and Diagnostic Reasoning	5 credits

***Note regarding NURS 6051 and NURS 6052:** It is recommended that these courses are NOT taken with a practicum experience.

✦Specialization in Psychiatric Mental Health Nurse Practitioner

The Psychiatric Mental Health Nurse Practitioner (PMHNP) is an advanced practice registered nurse trained to provide a wide range of mental health services to patients and families in a variety of settings. PMHNPs diagnose, conduct therapy, and prescribe medications for patients who have psychiatric disorders, medical organic brain disorders, or substance abuse problems. They are licensed to provide emergency psychiatric services, conduct psychosocial and physical assessment of their patients, develop and manage treatment plans, and provide ongoing manage patient care. They may also serve as consultants or as educators for families and staff. The PMHNP has a focus on making a psychiatric diagnosis, differentiates between medical disorders with psychiatric symptoms, and orders appropriate medications to treat various psychiatric disorders. A PMHNP can often practice autonomously, depending on state licensure laws.

Graduates of Walden's program will be eligible to take the national certifying examination, PMHNP-Across the Lifespan, through the American Nurses Credentialing Center (ANCC).

Specialization Courses (40 credits)

NURS 6501 -Advanced Pathophysiology* (5 credits)

- Students may take this as a non-degree course.

NURS 6521 -Advanced Pharmacology* (5 credits)

- Students may take this as a non-degree course.

NURS 6512 -Advanced Health Assessment and Diagnostic Reasoning* (5 credits)

- Students may take this as a non-degree course.

NURS 6630 - Psychopharmacologic Approaches to Treatment of Psychopathology (5 credits) NRNP 6635 - Psychopathology and Diagnostic Reasoning (3 credits)

PRAG 6635 - Psychopathology and Diagnostic Reasoning Practicum (2 credits) NRNP 6645 - Psychotherapy With Multiple Modalities (3 credits)

PRAG 6645 - Psychotherapy With Multiple Modalities Practicum (2 credits)

NRNP 6665 - Psychiatric Mental Health Nurse Practitioner Care Across the Lifespan I (3 credits)

PRAG 6665 - Psychiatric Mental Health Nurse Practitioner Care Across the Lifespan I Practicum (2 credits) NRNP 6675 - Psychiatric Mental Health Nurse Practitioner Care Across the Lifespan II (3 credits)

PRAG 6675 - Psychiatric Mental Health Nurse Practitioner Care Across the Lifespan II Practicum (2 credits)

Course Sequence

MSN - PMHNP Course Sequence Example 1

One MSN - PMHNP course sequence example is as follows. This quarter sequence is an example for BSN-Entry students. Please note that RN-MSN students must complete all RN Foundation and General Education courses before they can begin working on the MSN Core and Specialization courses listed below.

Quarter	Course	Credits
<i>Walden University Student Catalog (April 2023)</i> 789		
1	Quarter	NURS 6003 - Perspectives on Graduate Study for Advanced Nursing Practice
		3 credits
		5 credits

Quarter	Course	Credits
4	NURS 6521 -Advanced Pharmacology	5 credits
	NURS 6512 -Advanced Health Assessment and Diagnostic Reasoning	5 credits
5	NURS 6630 - Psychopharmacologic Approaches to Treatment of Psychopathology	5 credits
	NRNP 6635 - Psychopathology and Diagnostic Reasoning	3 credits

MSN - PMHNP Course Sequence Example 2

Another MSN - PMHNP course sequence example is as follows. This quarter sequence is an example for BSN-Entry students. Please note that RN-MSN students must complete all RN Foundation and General Education courses before they can begin working on the MSN Core and Specialization courses listed below.

Quarter	Course	Credits
1	NURS 6003 - Perspectives on Graduate Study for Advanced Nursing Practice	3 credits
	NURS 6501 -Advanced Pathophysiology	5 credits
2	NURS 6051 - Transforming Nursing and Healthcare Through Technology	5 credits
	NURS 6521 -Advanced Pharmacology	5 credits
3	NURS 6052 - Essentials of Evidence-Based Practice	5 credits
	NURS 6512 -Advanced Health Assessment and Diagnostic Reasoning	5 credits

***Note regarding NURS 6051 and NURS 6052:** It is recommended that these courses are NOT taken with a practicum experience.

Specialty Practice Specializations

✦Specialization in Nurse Executive

In the Nurse Executive specialization, students have the opportunity to prepare for a management role as a nurse administrator through a targeted curriculum designed to help students develop essential management and leadership skills. Coursework helps students gain insight into how effective, collaborative management can support the ultimate goal of improving patient outcomes. The program includes options for deepening knowledge through sub-specializations in risk management and health policy: two areas of high demand in the marketplace. Students have the opportunity to gain skills in management strategy, decision-making, planning, finance, patient safety management, and human resources.

Specialization Courses (30 credits)

NURS 6201 - Leadership in Nursing and Healthcare (5 credits)

NURS 6211 - Finance and Economics in Healthcare Delivery (5 credits) NURS 6221 - Managing Human Resources (5 credits)

NURS 6231 - Healthcare Systems and Quality Outcomes (5 credits) NURS 6241 - Strategic Planning in Healthcare Organizations (5 credits)

NURS 6600 - Capstone Synthesis Practicum (5 credits: 3 credits didactic, 2 credits practicum)

Optional Sub-Specialization: Health Policy (10 credits)

NURS 6226 - Introduction to Healthcare Policy (5 credits) NURS 6227 - Current Issues in Health Policy (5 credits)

Optional Sub-Specialization: Risk Management (10 credits)

NURS 6223 - Healthcare Quality Assurance and Risk Management in Healthcare Organizations (5 credits) NURS 6224 - Quality Assurance and Regulatory Compliance (5 credits)

✦Specialization in Nursing Education

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

Specialization Courses (30 credits)

NURS 6321 - Curriculum Development, Assessment, and Evaluation (5 credits)

NURS 6331 - Teaching Learning Strategies: Integrating Technology Into Nursing Education (5 credits) NURS 6341 - Specialty in Clinical Nursing (5 credits: 4 credits didactic, 1 credits practicum)

NURS 6351 - Role of the Nurse Educator (5 credits: 4 credits didactic, 1 credits practicum)

NURS 6370 - Foundational Skills for Nurse Educators in Academic and Healthcare Environments (5 credits) NURS 6380 - Advanced Pathopharmacology and Advanced Health Assessment for Nurse Educators (5 credits)

✦Specialization in Nursing Informatics

The Nursing Informatics specialization prepares nurses to more effectively utilize information technology to enhance the quality of patient care. This specialization blends nursing science with computer and information science. Coursework focuses on such key areas as information systems, database concepts, and effective project management. Graduates have the knowledge

to integrate data, information, and knowledge to support decision-making processes that affect patients and providers.

(Additional software may be required.)

Specialization Courses (30 credits)

NURS 6401 - Informatics in Nursing and Healthcare (5 credits) NURS 6412 - Information and Knowledge Management (5 credits) NURS 6421 - Supporting Workflow in Healthcare Systems (5 credits)

NURS 6441 - Project Management: Healthcare Information Technology (5 credits) NURS 6451 - Evaluation Methods for Health Information Technology (5 credits)

NURS 6461 - Capstone Synthesis Practicum (5 credits: 2 credits didactic; 3 credits practicum)

✦Specialization in Public Health Nursing

Students in the Public Health Nursing specialization are prepared to take a lead role in improving health outcomes for entire populations, particularly those in underserved communities. The focus of the coursework is on skills such as assessing communities and populations; identifying high-risk groups; and developing culturally sensitive, realistic, population-based nursing interventions.

Specialization Courses (30 credits)

PUBH 6034 - Environmental Health: Local to Global* (5 credits)

- Students may take this as a non-degree course.

NURS 6700 - Epidemiology and Population Health (5 credits)

PUBH 6475 - Program Planning, Implementation, and Evaluation* (5 credits)

- Students may take this as a non-degree course.

NURS 6710 - Public Health Nursing Theory and Practice (5 credits)

NURS 6720 - Population-Based Public Health Nursing Interventions (5 credits: 2 credits didactic, 3 credits practicum)

NURS 6730 - Public Health Nursing Leadership (5 credits: 3 credits didactic, 2 credits practicum)

Course-Based Specializations Course Sequence

BSN Track

BSN Track students may undertake courses in the following sequence.

Term	Course	Credits
1 Quarter	NURS 6003 - Perspectives on Graduate Study for Advanced Nursing Practice	3 credits

Term	Course	Credits
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Students in the Nurse Practitioner Specializations can see other course sequence options in the specialization link above.

RN Track

RN Track students undertake courses in the following sequence.

Term	Course	Credits
Quarter 1	NURS 3101 - Issues and Trends in Nursing (6-week course)	6 credits

*General Education courses are available at Walden for those students who have not completed the minimum undergraduate credits of general education courses required for admission to the master's program.

Students in the Nurse Practitioner Specializations can see other course sequence options in the specialization link above.

Alternate NP Track

Another MSN - NP example course sequence for the AGAC, AGPC, and FNP specializations is as follows. This quarter sequence is an example for BSN-Entry students. Please note that RN-MSN students must complete all RN Foundation and General Education courses before they can begin working on the MSN Core and Specialization courses listed below.

Term	Course	Credits
Quarter 1	NURS 6003 - Perspectives on Graduate Study for Advanced Nursing Practice	3 credits
Quarter 5	NURS 6053 - Interprofessional Organizational and Systems Leadership	5 credits

Another MSN - NP example course sequence for the BNP and PMHNP specializations is as follows. This quarter sequence is an example for BSN-Entry students. Please note that RN-MSN students must complete all RN Foundation and General Education courses before they can begin working on the MSN Core and Specialization courses listed below.

Term	Course	Credits
Quarter 1	NURS 6003 - Perspectives on Graduate Study for Advanced Nursing Practice	3 credits
	NURS 6501 -Advanced Pathophysiology	5 credits
Quarter 2	NURS 6051 - Transforming Nursing and Healthcare Through Technology	5 credits
	NURS 6521 -Advanced Pharmacology	5 credits

Tempo Learning®

Tempo Learning® is Walden's competency-based education modality, an alternative way of earning a Walden degree offered for some Walden programs. Instead of courses, the Walden Tempo Learning® program is comprised of competencies and rigorous assessments. Students progress through the Tempo Learning® model by successfully passing competency assessments. A student must successfully achieve or master all competency assessments to graduate from the program.

Students earn the same Walden degree whether they choose the course-based or the competency-based modality.

Degree Requirements

- **BSN Track:** 53 quarter credits
 - Foundation competencies (3 credits)
 - Core competencies (20 credits)
 - Specialization competencies (30 credits)
- **RN Track:** 78 quarter credits
 - Foundation Competencies (25 credits)
 - Core Competencies (23credits)
 - Specialization Competencies (25 credits)
 - Capstone Competencies (5 credits)

Curriculum

The MSN (Competency Based) program has two admission tracks for registered nurses:

- **BSN Track:** This track is for students with a Bachelor of Science in Nursing (BSN) degree.
 - BSN graduates enter the MSN program at the core course level.
- **RN Track:** This track is for registered nurses who hold a diploma in nursing, associate degree in nursing, or bachelor's degree (other than BSN).
 - This track requires that students fulfill general education requirements. Once students meet these requirements, they can begin the foundation and core courses for the MSN.

Foundational and Core Curricula

BSN Track Only: Foundation Competencies (3 credits)

NURS 6003TL - Transition to Graduate Study for Nursing [Tempo Learning®-Specific Course] (3 credits)

- FG001 Networking for Academic and Professional Success Develop an academic and professional network.
- FG002 Academic and Professional Strategies and Resources Identify academic resources and strategies for success.
- FG003 Academic and Professional Integrity

Apply strategies to promote academic integrity and professional ethics.

- FG004 Scholarship and Nursing Practice

Analyze peer-reviewed research related to issues in nursing practice.

- FG005 Professional Development Plan

Create professional development plans for academic success and professional practice.

- FG006 Standards of Practice

Justify selection of the MSN specialization using standards and scope of practice.

BSN Track Only: Specialization Competencies (30 credits)

These competencies are dependent upon the particular specialization. Please see the course list on each specialization page. Changing specializations may increase a student's expected time-to-degree completion and cost.

BSN Track Only: Core Competencies (20 credits)

NURS 6050TL - Policy and Advocacy for Improving Population Health [Tempo Learning®-Specific Course] (5 credits)

- PA001 Agenda Setting

Evaluate federal agendas to promote healthcare issues within the policymaking system/process.

- PA002 Legislation

Advocate a position on a population health-related bill.

- PA003 Regulation

Analyze how regulations influence the nurse's role and the delivery, costs, and access to healthcare.

- PA004 Design and Implementation

Analyze advocacy and the role of the nurse in healthcare program design and implementation.

- PA005 Healthcare Program/Policy Evaluation

Assess outcomes of population health program/policy evaluations.

- PA006 Global Healthcare Issues

Analyze the impact of nurse advocacy on addressing global health issues.

NURS 6051TL - Transforming Nursing and Healthcare Through Technology [Tempo Learning®-Specific Course] (5 credits)

- TN001 What is Informatics?

Analyze frameworks and tools for the role of the nurse as an informaticist and knowledge worker.

- TN002 The Role of Nurse Informatics in Healthcare

Analyze the role of the nurse informaticist in nursing informatics projects to improve outcomes or efficiencies in healthcare organizations.

- TN003 Data to Information to Knowledge to Wisdom

Analyze how standardized terminologies impact the practice of healthcare and nursing informatics.

- TN004 Technologies Supporting Applied Practice and Optimal Patient Outcomes

Analyze nursing informatics research on the application of clinical systems to improve outcomes and efficiencies.

- TN005 The Nurse Leader and the Systems Development Life Cycle

Define the role of the nurse for participation on an implementation team as a component of the systems development life cycle.

- TN006 Policy and Regulation Supporting Informatics and Technology

Evaluate legislative policies and regulations for health and nursing informatics and their impact on improvement for outcomes and efficiencies in nursing practice.

NURS 6052TL - Essentials of Evidence-Based Practice [Tempo Learning®-Specific Course] (5 credits)

- EB001 Evidence-Based Practice (EBP) and the Quadruple Aim

Analyze the relationship between evidence-based practice and the Quadruple Aim in healthcare organizations.

- EB002 Research Methodology

Analyze research methodologies described in peer-reviewed articles.

- EB003 Clinical Inquiry, Problem-Intervention-Comparison-Outcome-Time (PICOT), and Searching Databases
Analyze relevant, peer-reviewed articles in support of PICOT questions.
- EB004 Critical Appraisal, Evaluation/Summary, and Synthesis of Evidence Recommend best practices based on critical appraisal of evidence-based research.
- EB005 Evidence-Based Decision-Making

Recommend evidence-based organizational changes using an evidence-based practice approach to decision-making.

- EB006 Disseminating Evidenced-Based Practice Changes

Analyze dissemination strategies for evidence-based practice changes in healthcare.

NURS 6053TL - Interprofessional Organizational and Systems Leadership [Tempo Learning®-Specific Course] (5 credits)

- 10001 Healthcare Environment

Analyze the impact of national healthcare trends on organizational leadership practice.

- 10002 Professionalism

Assess organizational policies and the promotion of ethical practice in addressing healthcare issues/stressors.

- 10003 Leadership

Create a leadership philosophy to promote transformational leadership in nursing practice.

- 10004 Promoting Organizational Health

Recommend evidence-based strategies to create healthy work environments and promote positive organizational health.

- 10005 Organizational Change

Create comprehensive plans for meaningful organizational change.

RN Track Only: Foundation Competencies (25 credits)

NURS 3100 - Issues and Trends in Nursing* (5 credits)

(Note: NURS 3100 is worth 5 credits, not 6, in the competency-based program.)

- IN3001 The Power of Nursing

Recognize the role of the nurse as a leader in the dynamic field of healthcare.

- IN3002 Nurses at the Forefront of Issues and Trends

Analyze factors, issues, and trends impacting the nursing profession.

- IN3003 Quality and Safety Practices for Healthcare Solutions

Explain how evidence-based nursing solutions promote patient quality and safety.

- IN3004 Interprofessional Teamwork: Civil Collaboration for the Common Good

Recommend appropriate strategies to promote civility and interprofessional communication in the workforce.

- IN3005 Powerful Caring Leads to Social Change

Analyze the responsibility of nursing professionals to advocate for social change.

- IN3006 Creating Your Personal Nursing Legacy

Evaluate areas of strength and areas of professional growth for improving the health and healthcare delivery of populations.

- Students may take this as a non-degree course.

NURS 3150 - Foundations of Nursing Research (5 credits)

- NR3001 Research Process

Recognize the elements of the research process.

- NR3002 Research Methodology Analyze research methodologies.
- NR3003 Interpreting Data

Analyze and interpret research data.

- NR3004 Research Recommendations

Generate reasonable conclusions and recommendations based on published research findings.

NURS 4210 - Role of the Nurse Leader in Population Health (5 credits)

- PH4001 The Role of the Nurse Leader in Population Health Analyze the role of the nurse leader in population health.
- PH4002 Identifying Health Problems Within Your Community

Justify a public health problem within your community using multiple sources of data.

- PH4003 Community Assessment (Practicum)

Analyze a population health problem based on a community assessment.

- PH4004 Evidence-Based Practice in Public Health Nursing (Practicum) Synthesize sources of information to inform public health nursing interventions.
- PH4005 Evidence-Based Intervention Plan (Practicum)

Create an evidence-based primary intervention plan at the system level in collaboration with health leaders to improve the health of a population in your community.

NURS 4005 - Topics in Clinical Nursing* (5 credits)

- CN4001 Nurse as Leader

Analyze the leadership role of the nurse in preventing and managing health problems across the lifespan in healthcare practice settings.

- CN4002 Genetics and Genomics

Develop a patient education fact sheet for a genetic-based healthcare issue.

- CN4003 Staffing Plan

Analyze the process of creating a staffing plan that meets both patient care needs and budget constraints.

- CN4004 Data-Driven Nursing Interventions

Create a data-driven nursing intervention based on quality indicators.

- Students may take this as a non-degree course.

NURS 4220A- Leadership Competencies in Nursing and Healthcare (5 credits)

- LC4001A Leadership for Organizational Culture and Growth

Analyze leadership for organizational culture and growth to promote positive social change through patient quality and safety.

- LC4002A Healthcare Quality

Analyze healthcare quality for nursing practice.

- LC4003A Quality Improvement Processes Analyze quality improvement processes.
- LC4004A Quality Improvement Tools

Analyze information from quality improvement tools.

- LC4005A Improving Patient Quality and Safety
- Apply quality improvement processes and tools as a scholar-practitioner to improve quality and safety.

RN Track Only: Core Competencies (23 credits)

NURS 6003TL - Transition to Graduate Study for Nursing [Tempo Learning®-Specific Course] (3 credits)

- FG001 Networking for Academic and Professional Success Develop an academic and professional network.
- FG002 Academic and Professional Strategies and Resources Identify academic resources and strategies for success.
- FG003 Academic and Professional Integrity

Apply strategies to promote academic integrity and professional ethics.

- FG004 Scholarship and Nursing Practice

Analyze peer-reviewed research related to issues in nursing practice.

- FG005 Professional Development Plan

Create professional development plans for academic success and professional practice.

- FG006 Standards of Practice

Justify selection of the MSN specialization using standards and scope of practice.

NURS 6050TL - Policy and Advocacy for Improving Population Health [Tempo Learning®-Specific Course] (5 credits)

- PA001 Agenda Setting

Evaluate federal agendas to promote healthcare issues within the policymaking system/process.

- PA002 Legislation

Advocate a position on a population health-related bill.

- PA003 Regulation

Analyze how regulations influence the nurse's role and the delivery, costs, and access to healthcare.

- PA004 Design and Implementation

Analyze advocacy and the role of the nurse in healthcare program design and implementation.

- PA005 Healthcare Program/Policy Evaluation

Assess outcomes of population health program/policy evaluations.

- PA006 Global Healthcare Issues

Analyze the impact of nurse advocacy on addressing global health issues.

NURS 6051TL - Transforming Nursing and Healthcare Through Technology [Tempo Learning®-Specific Course] (5 credits)

- TN001 What is Informatics?

Analyze frameworks and tools for the role of the nurse as an informaticist and knowledge worker.

- TN002 The Role of Nurse Informatics in Healthcare

Analyze the role of the nurse informaticist in nursing informatics projects to improve outcomes or efficiencies in healthcare organizations.

- TN003 Data to Information to Knowledge to Wisdom

Analyze how standardized terminologies impact the practice of healthcare and nursing informatics.

- TN004 Technologies Supporting Applied Practice and Optimal Patient Outcomes

Analyze nursing informatics research on the application of clinical systems to improve outcomes and efficiencies.

- TN005 The Nurse Leader and the Systems Development Life Cycle

Define the role of the nurse for participation on an implementation team as a component of the systems development life cycle.

- TN006 Policy and Regulation Supporting Informatics and Technology

Evaluate legislative policies and regulations for health and nursing informatics and their impact on improvement for outcomes and efficiencies in nursing practice.

NURS 6052TL - Essentials of Evidence-Based Practice [Tempo Learning®-Specific Course] (5 credits)

- EB001 Evidence-Based Practice (EBP) and the Quadruple Aim

Analyze the relationship between evidence-based practice and the Quadruple Aim in healthcare organizations.

- EB002 Research Methodology

Analyze research methodologies described in peer-reviewed articles.

- EB003 Clinical Inquiry, Problem-Intervention-Comparison-Outcome-Time (PICOT), and Searching Databases

Analyze relevant, peer-reviewed articles in support of PICOT questions.

- EB004 Critical Appraisal, Evaluation/Summary, and Synthesis of Evidence Recommend best practices based on critical appraisal of evidence-based research.

- EB005 Evidence-Based Decision-Making

Recommend evidence-based organizational changes using an evidence-based practice approach to decision-making.

- EB006 Disseminating Evidenced-Based Practice Changes

Analyze dissemination strategies for evidence-based practice changes in healthcare.

NURS 6053TL - Interprofessional Organizational and Systems Leadership [Tempo Learning®-Specific Course] (5 credits)

- 10001 Healthcare Environment

Analyze the impact of national healthcare trends on organizational leadership practice.

- 10002 Professionalism

Assess organizational policies and the promotion of ethical practice in addressing healthcare issues/stressors.

- 10003 Leadership

Create a leadership philosophy to promote transformational leadership in nursing practice.

- 10004 Promoting Organizational Health

Recommend evidence-based strategies to create healthy work environments and promote positive organizational health.

- 10005 Organizational Change

Create comprehensive plans for meaningful organizational change.

RN Track Only: Specialization Competencies (25 credits)

These competencies are dependent upon the particular specialization. Please see the course list on each specialization page. Changing specializations may increase a student's expected time-to-degree completion and cost.

RN Track Only: Capstone Competencies (5 credits)

These competencies are dependent upon the particular specialization. Please see the course list on each specialization page. Changing specializations may increase a student's expected time-to-degree completion and cost.

Tempo Learning® Specializations

✦Specialization in Nursing Education

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

Specialization Competencies (30 credits)

NURS 6321 - Curriculum Development, Assessment, and Evaluation (5 credits)

- AE001 Foundational Concepts of Curriculum Development, Assessment, and Evaluation

Explain foundational concepts and principles related to curriculum development, assessment, and evaluation.

- AE002 Introduction to Curriculum Development

Evaluate alignment and congruence of curriculum components.

- AE003 Curriculum Design Approaches and Processes

Analyze curriculum design approaches, components, and processes.

- AE004 Curriculum and Evaluation Processes

Analyze standards-based nursing curriculum, assessments, and evaluations designed to improve health and performance outcomes.

NURS 6331 - Teaching Learning Strategies: Integrating Technology Into Nursing Education (5 credits)

- TL001 Course Design and Learner Characteristics

Analyze learner characteristics and their influence on lesson design.

- TL002 Instructional Strategies and Learning Outcomes

Evaluate instructional strategies and methods to support learning outcomes in nursing education.

- TL003 Lesson Planning and Implementation

Design classroom or face-to-face lessons that integrate technology to achieve learning objectives and outcomes.

- TL004 Testing and Evaluation

Create appropriate assessments and evaluations to measure desired outcomes for nursing education.

- TL005 Digital Learning Experiences

Develop asynchronous, online, and media-based lessons to improve nursing practice and patient care.

NURS 6341 - Specialty in Clinical Nursing (5 credits: 4 credits didactic, 1 credits practicum)

- SN001 Focus and Objectives for Advanced Practice

Identify a focus within a clinical specialty and formulate objectives for advanced nursing practice.

- SN002 Comprehensive and Systematic Assessment

Plan and conduct comprehensive and systematic assessments on patients using advanced levels of decision-making within a clinical specialty.

- SN003 Patient Care

Recommend evidence-based interventions in advanced nursing practice to ensure positive outcomes for patients.

- SN004 Self-Assessment in Advanced Practice

Use multiple measures to self-assess performance for advanced skills and practice within a clinical specialty.

NURS 6351 - Role of the Nurse Educator (5 credits: 4 credits didactic, 1 credits practicum)

- RN001 Nurse Educator Roles and Settings

Analyze roles of nurse educators in a variety of nursing settings.

- RN002 Professional Goals and Roles

Identify professional goals as a nurse educator and analyze settings and roles related to those goals.

- RN003 Conflict Management

Apply strategies for the nurse educator to prevent and manage conflict in nursing education.

- RN004 Supporting All Learners

Apply strategies to create positive learning environments and to support learner needs, perspectives, and performance.

- RN005 Career Advancement and Changing Roles

Write resumes, cover letters, and professional profiles to advance in the field of nursing education.

NURS 6370 - Foundational Skills for Nurse Educators in Academic and Healthcare Environments (5 credits)

- NE001 The Roles of the Academic Nurse Educator and the Nursing Professional Development Practitioner Differentiate the roles of the academic nurse educator and the nursing professional development practitioner.
- NE002 Learning Theories in Nursing Education

Apply learning theories for nursing education in academic and practice settings.

- NE003 Educational Design Process

Apply the educational design process to educational activities that meet defined learning needs.

- NE004 Organizational Alignment

Align professional activities with the mission, vision, and strategic plan of a professional organization/institution.

- NE005 Nursing Professional Development as a Nursing Specialty Practice

Apply the Nursing Professional Development Scope and Standards of Practice into all areas of professional development practice.

- NE006 Role of the Academic Clinical Nurse Educator

Integrate core competencies for academic clinical nurse educators into academic education practice.

- NE007 Leadership in Nursing Education in Academic and Practice Settings Analyze leadership in nursing education in academic and practice settings.

NURS 6380TL - Advanced Pathopharmacology and Advanced Health Assessment [Tempo Learning®-Specific Course] (5 credits)

- AH001 Concepts of Advanced Health Assessment for the Nurse Educator

Perform comprehensive and systematic health assessments at an advanced clinical reasoning level.

- AH002 Concepts of Advanced Pathophysiology and Pharmacology for the Nurse Educator

Analyze pathophysiology and pharmacotherapeutic interventions of common disorders across the lifespan.

- AH003 Case Presentation

Synthesize plans of care for case presentation.

Note on Curriculum

In an effort to ensure competencies are kept up to date and relevant to meet the learning outcomes of the program, the number and subject matter of individual competencies needed to satisfy program course requirements may change.

However, program outcomes and the number and subject matter of courses will not be impacted. As a result, the required competencies listed in a student's individual learning plan may differ from what is currently listed in the catalog.

†Specialization in Nurse Executive

In the Nurse Executive specialization, students have the opportunity to prepare for a management role as a nurse administrator through a targeted curriculum designed to help students develop essential management and leadership skills. Coursework helps students gain insight into how effective, collaborative management can support the ultimate goal of improving patient outcomes. Students have the opportunity to gain skills in management strategy, decision-making, planning, finance, patient safety management, and human resources.

Specialization Competencies (30 credits)

NURS 6201 - Leadership in Nursing and Healthcare (5 credits)

- LN001 Leadership Models and Styles

Apply leadership styles to address varied situations in healthcare settings.

- LN002 Systems Thinking in Nursing Leadership

Apply systems thinking to improve nursing leadership in transitions of care processes.

- LN003 Strategies for Conflict Resolution Apply strategies for conflict resolution.
- LN004 Leadership to Support Excellence in Nursing Practice

Analyze transformational leadership behaviors that support evidence-based practice.

- LN005 Empowerment of the Nurse Leader in Organizational Structures

Analyze opportunities for the nurse executive to enact, influence, and engage in decision-making to improve health and care delivery.

NURS 6211 - Finance and Economics in Healthcare Delivery (5 credits)

- FE001 Making a Business Case

Apply concepts and principles of finance and economics to the proposal of new healthcare products and services.

- FE002 Health Economics and Financial Analysis

Apply skills for creating and managing healthcare budgets.

- FE003 Budgets and Budgeting

Create and manage healthcare budgets.

- FE004 Costs and Savings

Evaluate healthcare service costs and savings.

- FE005 Financial Health and Nurse Entrepreneurs

Assess financial reports and apply financial concepts for healthcare budget requests.

NURS 6221 - Managing Human Resources (5 credits)

- MH001 Employee Recruitment and Selection

Apply strategies for effectively recruiting and selecting nursing staff.

- MH002 Support and Empowerment of Employees

Develop an employee empowerment plan that supports job performance and satisfaction.

- MH003 Performance Management in Nursing Settings

Apply systems thinking in assessing employee performance in nursing settings.

- MH004 Diversity as a Human Resource

Apply strategies for embracing, leveraging, and managing diversity and inclusion in nursing settings.

- MH005 Leadership, Ethics, and the Law

Apply legal and ethical standards to actions and decision-making in nursing leadership.

NURS 6231 - Healthcare Systems and Quality Outcomes (5 credits)

- HQ001 Methods and Tools for Quality and Safety

Apply methods and tools for quality and safety in healthcare.

- HQ002 Measurement and Evaluation of Quality Outcomes

Apply strategies for measuring and evaluating quality outcomes in healthcare settings.

- HQ003 Interdisciplinary Collaboration in Nursing

Analyze interdisciplinary approaches to maximize quality of care and patient outcomes.

- HQ004 Innovations to Improve Outcomes

Recommend systems innovations to improve quality outcomes.

NURS 6241 - Strategic Planning in Healthcare Organizations (5 credits)

- HC001 Key Concepts in Strategic Planning in Healthcare Organizations

Explain concepts related to the purposes and processes of strategic planning in healthcare settings.

- HC002 Strategic Planning Needs Analysis

Analyze strategic planning needs for healthcare organizations or issues.

- HC003 Goals, Objectives, and Strategies to Inform Strategic Plans Develop goals, objectives, and strategies to inform strategic plans.

- HC004 Resources to Inform Strategic Plans Apply resources to inform strategic plans.

NURS 6600TL - Capstone [Tempo Learning®-Specific Course] (5 credits)

- SY001 Leadership, Nursing Practice, and Social Change

Apply leadership principles to design programs to enhance nursing practice and promote social change.

- SY002 Leadership and Career Advancement

Create plans to participate in leadership and professional growth opportunities to achieve professional goals and objectives.

Note on Curriculum

In an effort to ensure competencies are kept up to date and relevant to meet the learning outcomes of the program, the number and subject matter of individual competencies needed to satisfy program course requirements may change.

However, program outcomes and the number and subject matter of courses will not be impacted. As a result, the required competencies listed in a student's individual learning plan may differ from what is currently listed in the catalog.

✦Specialization in Nursing Informatics

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

(Additional software may be required.)

Specialization Competencies (30 credits)

NURS 6401 - Informatics in Nursing and Healthcare (5 credits)

- IF001 Data-Driven Evidence-Based Practice

Apply evidence-based research for integration into clinical decision support to solve problems and improve patient care.

- IF002 Perspectives on the Sharing of Healthcare Information

Evaluate the sharing of healthcare data and information between organizations in healthcare contexts.

- IF003 Potential Challenges of Informatics Technologies Analyze the potential challenges of EHR systems.

- IF004 ANA Informatics Competencies in Practice

Apply ANA informatics competencies to nursing practice according to ANCC standards.

- IF005 Policy-Driven Nursing Informatics

Analyze policy mandates to establish and maintain nursing informatics practices.

NURS 6412 - Information and Knowledge Management (5 credits)

- IK001 Electronic Databases: The Backbone of Healthcare Record Keeping Analyze the evolution of database uses and integration in nursing settings.

- IK002 Database Design and Relational Databases

Develop basic relational databases using database design principles.

- IK003 Database Queries for Data Analysis

Design database queries for effective data analysis.

- IK004 Data Integrity, Security, and Storage

Recommend best practices for ensuring data integrity and security.

- IK005 Data Analysis to Improve Patient Care and Outcomes

Recommend ethical data mining and information sharing strategies to improve patient care and outcomes.

NURS 6421 - Supporting Workflow in Healthcare Systems (5 credits)

- WF001 Workflow Models and the Role of the Nurse Informaticist

Recommend workflow models from the perspective of the nurse informaticist throughout the systems development life cycle (SDLC).

- WF002 Workflow Process Improvement for Healthcare Technologies

Develop gap analysis plans to recommend workflow process improvements for healthcare information technologies to prevent workarounds.

- WF003 Workflow Redesign Solutions and Implementation Strategies

Apply workflow redesign solutions and implementation strategies to achieve meaningful-use compliance.

NURS 6441 - Project Management: Healthcare Information Technology (5 credits)

- PI001 Change Management in Healthcare Information Technology Projects

Develop a change management plan based on principles of project management and planning.

- PI002 Healthcare Information Technology Project Plan

Develop a healthcare information technology project plan to improve quality and safety in healthcare settings.

- PI003 Strategies in Healthcare Information Technology Project Management

Evaluate strategies and best practices for effective and ethical healthcare information technology project management.

NURS 6451 - Evaluation Methods for Health Information Technology (5 credits)

- EM001 The Role of Health Information Technology (HIT) Evaluation

Analyze the characteristics of health information technology (HIT) evaluation.

- EM002 Health Information Technology (HIT) Evaluation Plan

Create an evidence-based practice evaluation plan for a health information technology (HIT) implementation.

- EM003 Dissemination and Ethics in Health Information Technology (HIT) Evaluation

Evaluate strategies related to dissemination and ethics in health information technology (HIT) evaluation.

NURS 6461 - Capstone Synthesis Practicum (5 credits)

- NS001 Opportunities for Leadership and Professional Growth for the Nurse Informaticist

Develop an evidence-based project to meet nursing informatics needs at a professional organization.

- NS002 Leadership and Career Advancement

Prepare a professional portfolio to advance a nurse informaticist role.

Note on Curriculum

In an effort to ensure competencies are kept up to date and relevant to meet the learning outcomes of the program, the number and subject matter of individual competencies needed to satisfy program course requirements may change.

However, program outcomes and the number and subject matter of courses will not be impacted. As a result, the required competencies listed in a student's individual learning plan may differ from what is currently listed in the catalog.

Note on Field Experience and Relocating

Students who are considering relocating are advised to contact their student success advisor prior to any decision to relocate in order to determine how relocation may impact progress in their program. Advisors can provide information and guidance on how relocating may result in possible changes, restrictions, and/or additional requirements affecting field experience. Each Board of Nursing and Higher Education Authority governs the field experience rules and regulations in their respective states, and students may be unable to complete field experience in the state in which they plan to relocate. While Walden is committed to working collaboratively with students to secure field sites across the United States, it is imperative that students contact their student success advisor immediately when considering relocating.

Doctor of Nursing Practice

The Doctor of Nursing Practice (DNP) program builds on the student's knowledge and expertise to strengthen advanced nursing practice, augment healthcare delivery, enhance organizational leadership, and improve patient outcomes. The program's coursework covers a range of topics, including healthcare policy and advocacy, quality improvement, evidence-based practice, information systems/technology, advanced nursing practice, and organizational and systems leadership.

Accreditation, Licensure, and Certification

Accreditation

The baccalaureate degree program in nursing (BSN), master's degree program in nursing (MSN), post-graduate APRN Doctor of Nursing Practice (DNP) program at Walden University are accredited by the Commission on Accreditation (www.ccneaccreditation.org).



The Doctor of Nursing Practice (DNP) Traditional Program and DNP Executive Leadership specialization program are not licensure programs and will not prepare students for practice as licensed nurse practitioners.

The DNP nurse practitioner specializations programs are designed to prepare graduates with an active registered nurse (RN) license or APRN license to practice in the U.S. as nurse practitioners in their program specialty area. However, each state has its own academic preparation and authority to practice requirements and issues its own credential for an RN to be permitted to practice as a nurse practitioner in that state.

No graduate program can guarantee that graduates will obtain licensure to practice as a nurse practitioner. We encourage students to consult the appropriate board of nursing or regulatory authority in the states or jurisdictions in which they reside or intend to seek licensure to determine specific requirements. Walden Enrollment Specialists can provide general information relating to licensure; however, it remains the individual's responsibility to understand, evaluate, and comply with all requirements relating to licensure for the state in which they intend to practice, as requirements vary widely.

Note on Certification

Walden's DNP NP specializations are designed to academically prepare graduates to apply for national certification. Walden makes no representations or guarantees that completion of Walden coursework or programs will permit an individual to achieve national certification. We encourage students to consult an appropriate certifying body for the specific certification eligibility requirements. Students should also consult their state board of nursing or other state agency to determine what certifications are required or accepted in that state. It is an individual's responsibility to understand, evaluate, and comply with all requirements relating to national certification, as requirements vary widely. For more information about nurse practitioner

certification exams, students should visit the American Academy of Nurse Practitioners Certification Board at www.aanpcert.org, the American Nurses Credentialing Center

at www.nursingworld.org/ancc, or other nurse practitioner certification websites.

Learning Outcomes

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

1. Translate quality research findings to direct evidence-based nursing practice.
2. Develop organizational system changes for quality improvement in healthcare delivery in response to local and/or global community or workplace needs.
3. Apply optimal utilization of healthcare information technology across healthcare settings.
4. Advocate for the advancement of nursing and healthcare policy and standards to improve health outcomes by addressing positive social change and social policy through sharing of science-based knowledge with healthcare leaders and policy makers.
5. Demonstrate leadership to facilitate collaborative teams for improving patient and populations health outcomes.
6. Utilize advanced nursing practice knowledge to implement methodologies to improve population and community health outcomes among culturally diverse populations.
7. Establish a foundation for lifelong learning for continual elevation of contributions to the field of nursing through active involvement in professional organizations and/or other professional and community bodies.

Minimum Degree Requirements

The Doctor of Nursing Practice offers several specializations, many of which have two entry options: BSN-DNP and MSN-DNP. See specialization pages for details on minimum required credits by specialization and track.

- Foundation course (5 credits)
- Core courses (40 credits)
- Field experience (up to 8 credits, for students with fewer than 600 documented clinical hours)
- Completion of DNP project
 - DNP Project Mentoring course (0 credits; starting after completion of NURS 8302, taken as companion course throughout the program of study until project completed)
 - DNP Project Completion course (if needed to complete DNP Project after all other coursework has been completed; 3 credits per term, taken continuously until completion of the DNP project)

Note: Completion of the DNP program requires a minimum of 1,000 post-BSN practicum hours, with at least 400 hours at the DNP level.

Entry Points

The DNP program offers several specializations with two admission entry options for registered nurses:

- **BSN-DNP entry:** This option is for students with a Bachelor of Science in Nursing (BSN) degree.
- **MSN-DNP entry:** This option is for students with a Master of Science in Nursing (MSN) degree.

Curriculum

Foundation Course (5 credits)

NURS 8002 - Foundations and Essentials for the Doctor of Nursing Practice (5 credits)

OR

NURS 8006 - Foundations and Essentials for the Doctor of Nursing Practice (5 credits)

BSN-DNP Entry Only: Essential Courses (10 credits)

DNRS 6052 - Essentials of Evidence Based Practice (5 credits)

DNRS 6211 - Finance and Economics in Healthcare Delivery (5 credits)

Core Courses (40 credits)

NURS 8114 - Theoretical and Scientific Foundations of Nursing (5 credits) NURS 8201 - Research for Evidence Based Practice (5 credits)

NURS 8302 - Leading Organizations for Quality Improvement Initiatives (5 credits) NURS 8502 - Evidence Based Practice I (5 credits)

NURS 8503 - Evidence Based Practice II (5 credits)

NURS 8210 - Transforming Nursing and Healthcare Through Technology* (5 credits)

- Students may take this as a non-degree course.

NURS 8310 - Epidemiology and Population Health* (5 credits)

- Students may take this as a non-degree course.

NURS 8100 - Healthcare Policy and Analysis* (5 credits)

- Students may take this as a non-degree course.

Field Experience (up to 8 credits)

Students with fewer than 600 documented clinical hours take up to 8 credits of field experience (see Determining Clinical Hours for Admissions section)

NURS 8601 - DNP Field Experience (1 credits)

Specializations

✦ Traditional

Minimum Degree Requirements

45 quarter credits

- Foundation course (5 credits)
- Core courses (40 credits)
- Field experience (up to 8 credits, for students with fewer than 600 documented clinical hours)
- Completion of DNP project
 - DNP Project Mentoring course (0 credits; starting after completion of NURS 8302, taken as companion course throughout the program of study until project completed)
 - DNP Project Completion course (if needed to complete DNP Project after all other coursework has been completed; 3 credits per term, taken continuously until completion of the DNP project)

Note: Completion of the DNP program requires a minimum of 1,000 post-BSN practicum hours, with at least 400 hours at the DNP level.

Note on Licensure

The Doctor of Nursing Practice Traditional specialization is not a licensure program and will not prepare students as nurse practitioners.

Field Experience (up to 8 credits)

Students with fewer than 600 documented clinical hours take up to 8 credits of field experience (see Determining Clinical Hours for Admissions section).

NURS 8601 - DNP Field Experience (1 credits)

Course Sequence

The DNP traditional program course sequence is as follows.

Term	Course	Credits
Quarter 1	NURS 8002 - Foundations and Essentials for the Doctor of Nursing	5 credits
	Practice	5 credits
	NURS 8114 - Theoretical and Scientific Foundations of Nursing	
Quarter 2	NURS 8201 - Research for Evidence Based Practice	5 credits
	NURS 8601 - DNP Field Experience	0-8 credits
	(1 quarter credit hour= 80 preceptor supervised clinical hours)	5 credits
	NURS 8302 - Leading Organizations for Quality Improvement Initiatives (4 didactic, 1 practicum = 80 faculty supervised clinical hours)	
Quarter 3	NURS 8210 - Transforming Nursing and Healthcare Through Technology	5 credits
	NURS 8502 - Evidence Based Practice I	5 credits
	(3 credits didactic, 2 clinical credits= 160 preceptor supervised clinical hours)	
Quarter 4	NURS 8310 - Epidemiology and Population Health	5 credits
	NURS 8503 - Evidence Based Practice II	5 credits
	(3 didactic, 2 clinical credits= 160 preceptor supervised clinical hours)	
Quarter 5	NURS 8100 - Healthcare Policy and Analysis	5 credits
Quarter 6+	NURS 8702 - DNP Project Mentoring	0 credits
	NURS 8703 - DNP Project Completion * (if needed to complete DNP Project after all other coursework has been completed)	3 credits per term, taken continuously until completion of the DNP project

* **Note:** In general, students are continuously registered in the doctoral project course until they complete their capstone project and it is approved. This usually takes longer than the minimum required terms in the dissertation/doctoral study course shell.

†Specialization in Adult Gerontology Acute Care Nurse Practitioner

In the Adult-Gerontology Acute Care Nurse Practitioner specialization, students build their core competencies to become nurse practitioners while acquiring the advanced practice skills essential to high-acuity healthcare settings such as hospital emergency rooms, intensive care units, trauma centers, and specialty practices. Coursework prepares students for the challenges of managing the care of acutely or chronically ill adolescents (13+), young adults, adults, and older adults across the

entire patient care experience, from initial assessment and diagnosis to developing a treatment and care plan. Graduates of this program will also be prepared to apply research and evidence-based practice to support quality improvement initiatives.

Minimum Completion Requirements

BSN-DNP entry: 90 quarter credits. MSN-DNP entry: 80 quarter credits

- Doctoral Writing Assessment (0 credits)
- Foundation course (5 credits)
 - BSN-DNP entry only: Essential courses (10 credits)
 - DNRS 6052 - Essentials of Evidence-Based Practice
 - DNRS 6211 - Finance and Economics in Healthcare Delivery
- Core courses (40 credits)
- Specialization courses (35 credits, includes the required 640 practicum hours*)
- Completion of DNP Project
- Doctoral Mentoring (0 credits)
- Doctoral DNP Project Completion (if needed to complete DNP Project after all other coursework has been completed; 3 credits per term, taken continuously until completion of the DNP Project)

Note: Students who enter the program with certain approved APRN licensure and certification will receive prior nursing credit and will be required to complete at least 500 practicum hours*.

Specialization Courses (35 credits)

DNRS 6501 -Advanced Pathophysiology* (5 credits)

- Students may take this as a non-degree course.

DNRS 6521 -Advanced Pharmacology* (5 credits)

- Students may take this as a non-degree course.

DNRS 6512 -Advanced Health Assessment and Diagnostic Reasoning* (5 credits)

- Students may take this as a non-degree course.

DRNP 6540 -Advanced Practice Care of Older Adults (3 credits)

PRCM 6540 -Advanced Practice Care of Older Adults Practicum (2 credits) DRNP 6566 -Advanced Practice Care of Adults in Acute Settings I (3 credits)

PRCM 6566 -Advanced Practice Care of Adults in Acute Settings I Practicum (2 credits) DRNP 6550 -Advanced Practice Care of Adults in Acute Care Settings II (3 credits)

PRCM 6550 -Advanced Practice Care of Adults in Acute Settings II Practicum (2 credits) DRNP 6560 -Advanced Care of Adults in Acute Settings III (3 credits)

PRCM 6560 -Advanced Practice Care of Adults in Acute Settings III Practicum (2 credits)

BSN-DNP Entry Course Sequence

The BSN-DNP entry course sequence is as follows.

Term	Course	Credits
Quarter 1	NURS 8002 - Foundations and Essentials for the Doctor of Nursing Practice	5
	credits	
	DNRS 6052 - Essentials of Evidence Based Practice	5 credits
Quarter 2	DNRS 6211 - Finance and Economics in Healthcare Delivery	5 credits
	NURS 8114 - Theoretical and Scientific Foundations of Nursing	5 credits
Quarter 3	NURS 8201 - Research for Evidence Based Practice	5 credits
	NURS 8302 - Leading Organizations for Quality Improvement Initiatives (4 credits didactic, 1 credits practicum = 80 course faculty supervised clinical hours)	5 credits
Quarter 4	NURS 8702 - DNP Project Mentoring (taken as companion course throughout the program of study until project completed)	0 credits
	NURS 8210 - Transforming Nursing and Healthcare Through Technology	5 credits
Quarter 5	NURS 8502 - Evidence Based Practice I (3 credits didactic, 2 clinical credits = 160 preceptor supervised clinical hours)	5 credits
	DNRS 6501 -Advanced Pathophysiology	5 credits
Quarter 6	DNRS 6521 -Advanced Pharmacology	5 credits
	DNRS 6512 -Advanced Health Assessment and Diagnostic Reasoning	5 credits
Quarter 7	DRNP 6566 -Advanced Practice Care of Adults in Acute Settings	13 credits

MSN-DNP Entry Course Sequence

The MSN-DNP entry course sequence is as follows

Term	Course	Credits
Quarter 1	NURS 8002 - Foundations and Essentials for the Doctor of Nursing Practice	5 credits
	NURS 8114 - Theoretical and Scientific Foundations of Nursing	5 credits
Quarter 2	NURS 8201 - Research for Evidence Based Practice	5 credits
	NURS 8302 - Leading Organizations for Quality Improvement Initiatives	5 credits
	(4 credits didactic, 1 credit practicum= 80 course faculty supervised clinical hours)	
Quarter 3	NURS 8702 - DNP Project Mentoring	0 credits
	(taken as companion course throughout the program of study until project completed)	5 credits
	NURS 8210 - Transforming Nursing and Healthcare Through Technology	5 credits
	NURS 8502 - Evidence Based Practice I	
	(3 credits didactic, 2 clinical credits = 160 preceptor supervised clinical hours)	
Quarter 4	DNRS 6501 -Advanced Pathophysiology	5 credits
	DNRS 6521 -Advanced Pharmacology	5 credits
Quarter 5	DNRS 6512 -Advanced Health Assessment and Diagnostic Reasoning	5 credits
Quarter 6	DRNP 6566 -Advanced Practice Care of Adults in Acute Settings	3 credits
	(3 credits didactic)	2 credits
	PRCM 6566 - Advanced Practice Care of Adults in Acute Settings Practicum (2 clinical credits= 160 preceptor supervised clinical hours minimum)	
Quarter 7	NURS 8100 - Healthcare Policy and Analysis	5 credits
	NURS 8310 - Epidemiology and Population Health	5 credits
Quarter 8	DRNP 6540 -Advanced Practice Care of Older Adults	3 credits
	(3 credits didactic)	2 credits
	PRCM 6540 - Advanced Practice Care of Older Adults Practicum (2 clinical credits= 160 preceptor supervised clinical hours minimum)	
Quarter 9	DRNP 6550 - Advanced Practice Care of Adults in Acute Care Settings II	3 credits
	(3 credits didactic)	2 credits
	PRCM 6550 - Advanced Practice Care of Adults in Acute Settings	

II Practicum (2 clinical credits= 160 preceptor supervised clinical hours minimum)		
Quarter 1(NURS 8503 - Evidence Based Practice II (3 credits didactic, 2 clinical credits = 160 preceptor supervised clinical hours)	5 credits
11+	DRNP 6560 -Advanced Care of Adults in Acute Settings III (3 credits didactic)	3 credits
	PRCM 6560 -Advanced Practice Care of Adults in Acute Settings	2 credits
	III Practicum 2 clinical credits= 160 preceptor supervised clinical hours minimum)	
	NURS 8703 - DNP Project Completion (if needed to complete DNP Project after all other coursework has been completed)	3 credits per term, taken continuously until completion of the DNP project

†Specialization in Adult Gerontology Primary Care Nurse Practitioner

In the Adult-Gerontology Primary Care Nurse Practitioner specialization, students explore strategies for improving health outcomes among adult patients, ages 13 years and older, through effective communication and collaboration. Students have the opportunity to explore current health topics through a curriculum developed in collaboration with experts.

Courses are rooted in evidence-based practice so that students can gain knowledge in providing quality, comprehensive, accessible, and cost-effective care.

This specialization can prepare students to make a positive difference in today's dynamic and ever-changing healthcare environment, whether in clinical practice or a related health professional role. Students can prepare to advance their careers. Graduates can pursue national adult-gerontology nurse practitioner certification and state credentialing.

Minimum Completion Requirements

BSN-DNP entry: 90 quarter credits. MSN-DNP entry: 80 quarter credits

- Doctoral Writing Assessment (0 credits)
- Foundation course (5 credits)
 - BSN-DNP entry only: Essential courses (10 credits)
 - DNRS 6052 - Essentials of Evidence-Based Practice
 - DNRS 6211 - Finance and Economics in Healthcare Delivery
- Core courses (40 credits)
- Specialization courses (35 credits, includes the required 640 practicum hours*)
- Completion of DNP Project
- Doctoral Mentoring (0 credits)

- Doctoral DNP Project Completion (if needed to complete DNP Project after all other coursework has been completed; 3 credits per term, taken continuously until completion of the DNP Project)

Note: Students who enter the program with certain approved APRN licensure and certification will receive prior nursing credit and will be required to complete at least 500 practicum hours*.

Specialization Courses (35 credits)

DNRS 6501 -Advanced Pathophysiology* (5 credits)

- Students may take this as a non-degree course.

DNRS 6521 -Advanced Pharmacology* (5 credits)

- Students may take this as a non-degree course.

DNRS 6512 -Advanced Health Assessment and Diagnostic Reasoning* (5 credits)

- Students may take this as a non-degree course.

DRNP 6531 - Primary Care of Adults Across the Lifespan (3 credits)

PRCM 6531 - Primary Care of Adults Across the Lifespan Practicum (2 credits) DRNP 6540 -Advanced Practice Care of Older Adults (3 credits)

PRCM 6540 -Advanced Practice Care of Older Adults Practicum (2 credits) DRNP 6552 -Advanced Nurse Practice in Reproductive Health Care (3 credits)

PRCM 6552 - Advanced Nurse Practice in Reproductive Health Care Practicum (2 credits)

DRNP 6565 - Synthesis in Advanced Nursing Practice Care of Patients in Primary Care Settings (3 credits)

PRCM 6565 - Synthesis in Advanced Nursing Practice Care of Patients in Primary Care Settings Practicum (2 credits)

The BSN-DNP entry course sequence is as follows.

!	Term	Course	Credits
1	Quarter	NURS 8002 - Foundations and Essentials for the Doctor of Nursing Practice	5 credits
		DNRS 6052 - Essentials of Evidence Based Practice	5 credits
	Quarter	DNRS 6211 - Finance and Economics in Healthcare Delivery	5 credits
2			

Term	Course	Credits
Quarter 5	NURS 8502 - Evidence Based Practice I (3 credits didactic, 2 clinical credits= 160 preceptor supervised clinical hours)	5 credits
	DNRS 6501 -Advanced Pathophysiology	5 credits
Quarter 6	DNRS 6521 -Advanced Pharmacology	5 credits
	DNRS 6512 -Advanced Health Assessment and Diagnostic Reasoning	5 credits
Quarter 7	DRNP 6531 - Primary Care of Adults Across the Lifespan (3 credits didactic)	3 credits
	PRCM 6531 - Primary Care of Adults Across the Lifespan Practicum (2 clinical credits= 160 preceptor supervised clinical hours minimum)	2 credits
Quarter 8	NURS 8100 - Healthcare Policy and Analysis	5 credits
	NURS 8310 - Epidemiology and Population Health	5 credits
Quarter 9	DRNP 6540 -Advanced Practice Care of Older Adults (3 credits didactic)	3 credits
	PRCM 6540 - Advanced Practice Care of Older Adults Practicum (2 clinical credits= 160 preceptor supervised clinical hours minimum)	2 credits
Quarter 10	DRNP 6552 - Advanced Nurse Practice in Reproductive Health Care (3 credits didactic)	3 credits
	PRCM 6552 -Advanced Nurse Practice in Reproductive Health Care Practicum (2 clinical credits= 160 preceptor supervised clinical hours minimum)	2 credits
Quarter 11	NURS 8503 - Evidence Based Practice II (3 didactic, 2 clinical credits= 160 preceptor supervised clinical hours)	5 credits
Quarter 12	DRNP 6565 - Synthesis in Advanced Nursing Practice Care of Patients in Primary Care Settings (3 er. didactic)	3 credits
	PRCM 6565 - Synthesis in Advanced Nursing Practice Care of Patients in Primary Care Settings Practicum (2 clinical credits= 160 preceptor supervised clinical hours minimum)	2 credits

13+	Quarter	NURS 8703 - DNP Project Completion	3 credits per
		(if needed to complete DNP Project after all other coursework has been completed)	term, taken
			continuously until completion of the
			DNP project

The MSN-DNP entry course sequence is as follows.

Term	Course	Credits
Quarter 1	NURS 8002 - Foundations and Essentials for the Doctor of Nursing Practice	5 credits
	NURS 8114 - Theoretical and Scientific Foundations of Nursing	5 credits
Quarter 2	NURS 8201 - Research for Evidence Based Practice	5 credits
	NURS 8302 - Leading Organizations for Quality Improvement Initiatives	5 credits
	(4 credits didactic, 1 credits practicum = 80 course faculty supervised clinical hours)	
Quarter 3	NURS 8702 - DNP Project Mentoring	0 credits

Term	Course	Credits
Quarter 8	DRNP 6540 -Advanced Practice Care of Older Adults (3 credits didactic)	3 credits
	PRCM 6540 - Advanced Practice Care of Older Adults Practicum (2 clinical credits= 160 preceptor supervised clinical hours minimum)	2 credits
Quarter 9	DRNP 6552 -Advanced Nurse Practice in Reproductive Health Care (3 credits didactic)	3 credits

†Specialization in Executive Leadership

The Executive Leadership specialization in Walden's online DNP program can academically prepare you to make an even greater impact on your patients' healthcare experience. Gain the systems thinking, knowledge, and confidence to implement and lead quality improvement initiatives across teams and organizations. Become a catalyst for improved patient care and better patient outcomes.

Minimum Completion Requirements

- 45 quarter credits
- Doctoral Writing Assessment (0 credits)
- Foundation course (5 credits)
- Core courses (30 credits)
- Specialization courses (10 credits)
- Field experience (up to 8 credits, for students with fewer than 600 documented clinical hours)
- Completion of DNP Project
 - Doctoral Mentoring (0 credits)
 - Doctoral DNP Project Completion (if needed to complete DNP Project after all other coursework has been completed; 3 credits per term, taken continuously until completion of the DNP Project)

Note: Completion of the DNP program requires a minimum of 1,000 post-BSN practicum hours, with at least 400 hours at the DNP level.

Note on Licensure

The Doctor of Nursing Practice Executive Leadership specialization is not a licensure program and will not prepare students as nurse practitioners.

Specialization Courses (10 credits)

NURS 8504 - Evidence Based Practice for the Executive Leader I (5 credits)

NURS 8505 - Evidence Based Practice for the Executive Leader II (5 credits)

Field Experience (up to 8 credits)

Students with fewer than 600 documented clinical hours take up to 8 credits of field experience (see Determining Clinical Hours for Admissions section).

NURS 8601 - DNP Field Experience (1 credits)

Course Sequence

The course sequence is as follows.

Term	Course	Credits
Quarter 1	NURS 8002 - Foundations and Essentials for the Doctor of Nursing Practice	5 credits
	NURS 8114 - Theoretical and Scientific Foundations of Nursing	5 credits
Quarter 2	NURS 8601 - DNP Field Experience (1 quarter credit hour= 80 preceptor supervised clinical hours)	0-8 credits 5 credits
	NURS 8201 - Research for Evidence Based Practice	
Quarter 3	NURS 8302 - Leading Organizations for Quality Improvement Initiatives	5 credits 0 credits

	(4 credits didactic, 1 credits practicum= 80 faculty supervised clinical hours) NURS 8702 - DNP Project Mentoring (taken as companion course throughout the program of study until project completed)	
Quarter 4	NURS 8210 - Transforming Nursing and Healthcare Through Technology NURS 8504 - Evidence Based Practice for the Executive Leader I (3 credits didactic, 2 clinical credits= 160 preceptor supervised clinical hours)	5 credits 5 credits
Quarter 5	NURS 8310 - Epidemiology and Population Health NURS 8505 - Evidence Based Practice for the Executive Leader II (3 credits didactic, 2 clinical credits= 160 preceptor supervised clinical hours)	5 credits 5 credits
Quarter 6	NURS 8100 - Healthcare Policy and Analysis	5 credits
Quarter 7	NURS 8703 - DNP Project Completion (if needed to complete DNP Project after all other coursework has been completed)	3 credits per term, taken continuously until completion of the DNP project

✦ Specialization in Family Nurse Practitioner

Family Nurse Practitioners (FNPs) are advanced practice registered nurses with the knowledge and skills to assess and manage health issues in patients of all ages, from birth through the senior years. This specialization can prepare students to gain autonomy or advance in their career as healthcare professionals. Through a series of courses and well- rounded clinical practice experiences focused on current health issues, students can effectively implement and facilitate disease prevention, health promotion, health maintenance, and restorative care interventions.

This online Family Nurse Practitioner specialization focuses on evidence-based techniques that can enhance the quality of care and outcomes for patients. The program offers strategies that can prepare students to work in primary care outpatient health settings or change the course of their healthcare career. Graduates of the program can pursue national family nurse practitioner certification and state credentialing.

Minimum Completion Requirements

BSN-DNP entry: 90 quarter credits. MSN-DNP entry: 80 quarter credits. MSN-DNP entry for Walden AGPC alumni: 78 quarter credits.

- Doctoral Writing Assessment (0 credits)
- Foundation course (5 credits)
 - BSN-DNP entry only: Essential courses (10 credits)

- DNRS 6052 - Essentials of Evidence-Based Practice
- DNRS 6211 - Finance and Economics in Healthcare Delivery
- Core courses (40 credits)
- Specialization courses
 - BSN-DNP entry & MSN-DNP entry: 35 credits, includes the required 640 practicum hours*
 - MSN-DNP entry for Walden AGPC alumni: 33 credits, includes the required 500 practicum hours*
- Completion of DNP Project
- Doctoral Mentoring (0 credits)
- Doctoral DNP Project Completion (if needed to complete DNP Project after all other coursework has been completed; 3 credits per term, taken continuously until completion of the DNP Project)

Note: Students who enter the program with certain approved APRN licensure and certification will receive prior nursing credit and will be required to complete at least 500 practicum hours*.

Specialization Courses (33 or 35 credits)

DNRS 6501 -Advanced Pathophysiology* (5 credits)

- Students may take this as a non-degree course.

DNRS 6521 -Advanced Pharmacology* (5 credits)

- Students may take this as a non-degree course.

DNRS 6512 -Advanced Health Assessment and Diagnostic Reasoning* (5 credits)

- Students may take this as a non-degree course.

DRNP 6531 - Primary Care of Adults Across the Lifespan (3 credits)

PRCM 6531 - Primary Care of Adults Across the Lifespan Practicum (2 credits) DRNP 6541 - Primary Care of Adolescents and Children (3 credits)

PRCM 6541 - Primary Care of Adolescents and Children Practicum (2 credits) DRNP 6552 -Advanced Nurse Practice in Reproductive Health Care (3 credits)

OR

DRNP 6553 -Advanced Nurse Practice in Obstetric Health Care (1 credits)

PRCM 6552 - Advanced Nurse Practice in Reproductive Health Care Practicum (2 credits)

OR

PRCM 6553 -Advanced Nurse Practice Care in Obstetric Health Care Practicum (2 credits)

DRNP 6568 - Synthesis in Advanced Nursing Practice of Patients in Family Care Settings (3 credits)

PRCM 6568 - Synthesis in Advanced Nursing Practice of Patients in Family Care Settings Practicum (2 credits)

The MSN-DNP entry course sequence is as follows.

Quarter	Course	Credits
!	Quarter	Credits
	Quarter 2 NURS 8201 - Research for Evidence Based Practice	5 credits
	NURS 8302 - Leading Organizations for Quality Improvement Initiatives	5 credits
	4 credits didactic, 1 credit practicum = 80 course fully supervised clinical hours	
	Quarter 3 NURS 8702 - DNP Project Mentoring	0 credits
	(taken as companion course throughout the program of study until project	5 credits

Walden University Student Catalog (April 2023) Page 18

MSN-DNP Entry for Walden Adult Gerontology Primary Care Alumni Course Sequence

The MSN-DNP entry course sequence for Walden AGPC alumni is as follows.

Quarter	Course	Credits
1	NURS 8002 - Foundations and Essentials for the Doctor of Nursing	5 credits
	Practice	5 credits
	NURS 8114 - Theoretical and Scientific Foundations of Nursing	
2	NURS 8201 - Research for Evidence Based Practice	5 credits
	NURS 8302 - Leading Organizations for Quality Improvement	5 credits
	Initiatives	

Quarter	Course	Credits
Quarter 6	DRNP 6531 - Primary Care of Adults Across the Lifespan (3 credits didactic)	3 credits
		2 credits
	PRCM 6531 - Primary Care of Adults Across the Lifespan Practicum (2 cl. credits) = 160 preceptor supervised clinical hours minimum	
Quarter 7	NURS 8100 - Healthcare Policy and Analysis	5 credits
	NURS 8310 - Epidemiology and Population Health	5 credits

*Courses must be taken at Walden University.

**DRNP/PRCM 6553 is required for Walden Adult Gerontology Primary Care Alumni. All other students are required to take DRNP/PRCM 6552.

The BSN-DNP entry course sequence is as follows.

Term	Course	Credits
1	Quarter NURS 8002 - Foundations and Essentials for the Doctor of Nursing	5 credits
	Practice	5 credits
	DNRS 6052 - Essentials of Evidence Based Practice	
2	Quarte DNRS 6211 - Finance and Economics in Healthcare Delivery	5 credits
	NURS 8114 - Theoretical and Scientific Foundations of Nursing	5 credits
3	Quarte NURS 8201 - Research for Evidence Based Practice	5 credits
	NURS 8302 - Leading Organizations for Quality Improvement Initiatives	5 credits
	(4 credits didactic, 1 credit practicum= 80 course faculty supervised clinical hours)	
4	Quarter NURS 8702 - DNP Project Mentoring	0 credits
	(taken as companion course throughout the program of study until project completed)	5 credits
	NURS 8210 - Transforming Nursing and Healthcare Through Technology	
5	Quarter NURS 8502 - Evidence Based Practice I	5 credits
	(3 didactic, 2 clinical credits)= 160 preceptor supervised clinical hours	5 credits
	DNRS 6501 -Advanced Pathophysiology	
6	Quarte DNRS 6521 -Advanced Pharmacology	5 credits
	DNRS 6512 -Advanced Health Assessment and Diagnostic Reasoning	5 credits
?	Quarter DRNP 6531 - Primary Care of Adults Across the Lifespan	3 credits
	(3 credits didactic)	
	PRCM 6531 - Primary Care of Adults Across the Lifespan Practicum	2 credits
s	(2 clinical credits)= 160 preceptor supervised clinical hours minimum	
	Quarte NURS 8100 - Healthcare Policy and Analysis	5 credits
	NURS 8310 - Epidemiology and Population Health	5 credits
9	Quarte DRNP 6541 - Primary Care of Adolescents and Children	3 credits
	(3 credits didactic)	
	PRCM 6541 - Primary Care of Adolescents and Children Practicum	2 credits
	(2 clinical hours = 160 preceptor supervised clinical hours minimum)	

Term	Course	Credits
10+	Quarter DRNP 6552 - Advanced Nurse Practice in Reproductive Health Care (3 credits didactic)	3 credits
	PRCM 6552 - Advanced Nurse Practice in Reproductive Health Care Practicum (2 clinical hours = 160 preceptor supervised clinical hours minimum)	2 credits
11	Quarter NURS 8503 - Evidence Based Practice II (3 didactic, 2 cl. er.) = 160 preceptor supervised clinical hours	5 credits
Quarter 1	DRNP 6568 - Synthesis in Advanced Nursing Practice of Patients in Family Care Settings (3 credits didactic)	3 credits
	PRCM 6568 - Synthesis in Advanced Nursing Practice of Patients in Family Care Settings Practicum (2 clinical hours = 160 preceptor supervised clinical hours minimum)	2 credits
13+	Quarter NURS 8703 - DNP Project Completion (if needed to complete DNP Project after all other coursework has been completed)	3 credits per term, taken continuously until completion of the DNP project

✦ Specialization in Pediatric Nurse Practitioner Primary Care

This specialization will meet the needs of nurses who wish to specialize in pediatrics primary care and will enable nurses to seek their master's degree and enter practice as a pediatric nurse practitioner primary care (PNP-PC).

Minimum Completion Requirements

BSN-DNP entry: 95 quarter credits. MSN-DNP entry: 85 quarter credits

- Doctoral Writing Assessment (0 credits)
- Foundation course (5 credits)
 - BSN-DNP entry only: Essential courses (10 credits)
 - DNRS 6052 - Essentials of Evidence-Based Practice
- DNRS 6211 - Finance and Economics in Healthcare Delivery
- Core courses (40 credits)
- Specialization courses (40 credits)
- Completion of DNP Project
- Doctoral Mentoring (0 credits)

- Doctoral DNP Project Completion (if needed to complete DNP Project after all other coursework has been completed; 3 credits per term, taken continuously until completion of the DNP Project)

Specialization Courses (40 credits)

DNRS 6501 -Advanced Pathophysiology* (5 credits)

- Students may take this as a non-degree course.

DNRS 6521 -Advanced Pharmacology* (5 credits)

- Students may take this as a non-degree course.

DNRS 6512 -Advanced Health Assessment and Diagnostic Reasoning* (5 credits)

- Students may take this as a non-degree course.

DNRS 6800 -Advanced Pediatric Development and Behavior (5 credits) DRNP 6810 - Primary Care Approaches for Children (3 credits)

PRCM 6810-Advanced Pediatric Nursing Practicum I: Primary Care (2 credits) DRNP 6820 - Management of Complex Pediatric Conditions (3 credits)

PRCM 6820 -Advanced Pediatric Nursing Practicum II: Complex Care (2 credits) DRNP 6830 - Management of Specialized Populations (3 credits)

PRCM 6830 -Advanced Pediatric Nursing Practicum III: Specialized Care (2 credits) DRNP 6840 - Synthesis of Pediatric Primary Care (3 credits)

PRCM 6840 - Advanced Pediatric Nursing Practicum IV: Synthesis Care (2 credits)

Term	Course	Credits
Quarter 1	NURS 8002 - Foundations and Essentials for the Doctor of Nursing Practice	5 credits
	DNRS 6052 - Essentials of Evidence Based Practice	5 credits
Quarter 2	DNRS 6211 - Finance and Economics in Healthcare Delivery	5 credits
	NURS 8114 - Theoretical and Scientific Foundations of Nursing	5 credits
Quarter 3	NURS 8201 - Research for Evidence Based Practice	5 credits
	NURS 8302 - Leading Organizations for Quality Improvement Initiatives (4 credits didactic, 1 credit practicum= 80 course faculty supervised clinical hours)	5 credits
Quarter 4	NURS 8702 - DNP Project Mentoring (taken as companion course throughout the program of study until project completed)	5 credits
	NURS 8210 - Transforming Nursing and Healthcare Through Technology	5 credits
Quarter 5	NURS 8502 - Evidence Based Practice I (3 credits didactic, 2 clinical credits= 160 preceptor supervised clinical hours)	5 credits
Quarter 6	DNRS 6501 -Advanced Pathophysiology	5 credits
	DNRS 6521 -Advanced Pharmacology	5 credits

The MSN-DNP entry course sequence is as follow.

Term	Course	Credits
Quarter 1	NURS 8002 - Foundations and Essentials for the Doctor of Nursing Practice	5 credits
	NURS 8114 - Theoretical and Scientific Foundations of Nursing	5 credits
Quarter 2	NURS 8201 - Research for Evidence Based Practice	5 credits
	NURS 8302 - Leading Organizations for Quality Improvement Initiatives	5 credits
	(4 credits didactic, 1 credit practicum= 80 course faculty supervised clinical hours)	
Quarter 3	NURS 8702 - DNP Project Mentoring (taken as companion course throughout the program of study until project completed)	0 credits
	NURS 8210 - Transforming Nursing and Healthcare Through Technology	5 credits
	NURS 8502 - Evidence Based Practice I (3 credits didactic, 2 clinical credits = 160 preceptor supervised clinical hours)	5 credits
Quarter 4	DNRS 6501 -Advanced Pathophysiology	5 credits
	DNRS 6521 -Advanced Pharmacology	5 credits
Quarter 5	DNRS 6512 -Advanced Health Assessment and Diagnostic Reasoning	5 credits
Quarter 6	DNRS 6800 -Advanced Pediatric Development and Behavior	5 credits
Quarter 7	DRNP 6810 - Primary Care Approaches for Children (3 credits didactic)	3 credits
	PRCM 6810 -Advanced Pediatric Nursing Practicum I: Primary Care (2 clinical credits= 160 preceptor supervised clinical hours)	2 credits
Quarter 8	NURS 8100 - Healthcare Policy and Analysis	5 credits
	NURS 8310 - Epidemiology and Population Health	5 credits
Quarter 9	DRNP 6820 - Management of Complex Pediatric Conditions (3 credits didactic)	3 credits
	PRCM 6820 -Advanced Pediatric Nursing Practicum II: Complex Care (2 clinical credits= 160 preceptor supervised clinical hours)	2 credits

10	Quarter	DRNP 6830 - Management of Specialized Populations (3 credits didactic)	3 credits
		PRCM 6830 -Advanced Pediatric Nursing Practicum III: Specialized Care (2 clinical credits= 160 preceptor supervised clinical hours)	2 credits
	Quarter	NURS 8503 - Evidence Based Practice II (3 credits didactic and 2 clinical credits= 160 preceptor supervise clinical hours)	5 credits
12	Quarter	DRNP 6840 - Synthesis of Pediatric Primary Care (3 credits didactic)	3 credits
		PRCM 6840 -Advanced Pediatric Nursing Practicum IV: Synthesis Care (2 clinical credits= 160 preceptor supervised clinical hours)	2 credits
13+	Quarter	NURS 8703 - DNP Project Completion (if needed to complete DNP Project after all other coursework has been completed)	3 credits per term, taken continuously until completion of the DNP project

✦Specialization in Psychiatric Mental Health Nurse Practitioner

The Psychiatric Mental Health Nurse Practitioner (PMHNP) is an advanced practice registered nurse trained to provide a wide range of mental health services to patients and families in a variety of settings. PMHNPs diagnose, conduct therapy, and prescribe medications for patients who have psychiatric disorders, medical organic brain disorders, or substance abuse problems. They are licensed to provide emergency psychiatric services, conduct psychosocial and physical assessment of their patients, develop and manage treatment plans, and provide ongoing manage patient care. They may also serve as consultants or as educators for families and staff. The PMHNP has a focus on making a psychiatric diagnosis, differentiates between medical disorders with psychiatric symptoms, and orders appropriate medications to treat various psychiatric disorders. A PMHNP can often practice autonomously, depending on state licensure laws.

Graduates of Walden's program will be eligible to take the national certifying examination, PMHNP-Across the Lifespan, through the American Nurses Credentialing Center (ANCC).

Minimum Completion Requirements

BSN-DNP entry: 95 quarter credits. MSN-DNP entry: 85 quarter credits

- Doctoral Writing Assessment (0 credits)
- Foundation course (5 credits)
 - BSN-DNP entry only: Essential courses (10 credits)
 - DNRS 6052 - Essentials of Evidence-Based Practice
 - DNRS 6211 - Finance and Economics in Healthcare Delivery
- Core courses (40 credits)
- Specialization courses (40 credits)

- Completion of DNP Project
- Doctoral Mentoring (0 credits)
- Doctoral DNP Project Completion (if needed to complete DNP Project after all other coursework has been completed; 3 credits per term, taken continuously until completion of the DNP Project)

Specialization Courses (40 credits)

DNRS 6501 -Advanced Pathophysiology* (5 credits)

- Students may take this as a non-degree course.

DNRS 6521 -Advanced Pharmacology* (5 credits)

- Students may take this as a non-degree course.

DNRS 6512 -Advanced Health Assessment and Diagnostic Reasoning* (5 credits)

- Students may take this as a non-degree course.

DNRS 6630 - Psychopharmacologic Approaches to Treatment of Psychopathology (5 credits) DRNP 6635 -

Psychopathology and Diagnostic Reasoning (3 credits)

PRCM 6635 - Psychopathology and Diagnostic Reasoning Practicum (2 credits) DRNP 6645 - Psychotherapy With

Multiple Modalities (3 credits)

PRCM 6645 - Psychotherapy With Multiple Modalities Practicum (2 credits)

DRNP 6665 - Psychiatric Mental Health Nurse Practitioner Care Across the Lifespan I (3 credits)

PRCM 6665 - Psychiatric Mental Health Nurse Practitioner Care Across the Lifespan I Practicum (2 credits) DRNP 6675 -

Psychiatric Mental Health Nurse Practitioner Care Across the Lifespan II (3 credits)

PRCM 6675 - Psychiatric Mental Health Nurse Practitioner Care Across the Lifespan II Practicum (2 credits)

The BSN-DNP entry course sequence is as follows.

Term	Course	Credits
1	Quarter NURS 8002 - Foundations and Essentials for the Doctor of Nursing Practice	5 credits
	DNRS 6052 - Essentials of Evidence Based Practice	5 credits
	Quarter DNRS 6211 - Finance and Economics in Healthcare Delivery	5 credits
2	NURS 8114 - Theoretical and Scientific Foundations of Nursing	5 credits
	Quarter NURS 8201 - Research for Evidence Based Practice	5 credits
3	NURS 8302 - Leading Organizations for Quality Improvement Initiatives	5 credits
	(4 credits didactic, 1 credits practicum = 80 course faculty supervised clinical hours)	
Term	Course	Credits
Quarter 4	NURS 8702 - DNP Project Mentoring (taken as companion course throughout the program of study until project completed)	0 credits
	NURS 8210 - Transforming Nursing and Healthcare Through Technology	5 credits
Quarter 5	NURS 8502 - Evidence Based Practice I (3 credits didactic, 2 clinical credits = 160 preceptor supervised clinical hours)	5 credits
	DNRS 6501 -Advanced Pathophysiology	5 credits
Quarter 6	DNRS 6521 -Advanced Pharmacology	5 credits
	DNRS 6512 -Advanced Health Assessment and Diagnostic Reasoning	5 credits
Quarter 7	DNRS 6630 - Psychopharmacologic Approaches to Treatment of Psychopathology	5 credits
Quarter 8	DRNP 6635 - Psychopathology and Diagnostic Reasoning (3 credits didactic)	3 credits
	PRCM 6635 - Psychopathology and Diagnostic Reasoning Practicum credits (2 clinical credits= 160 preceptor supervised clinical hours minimum)	2
Quarter 9	NURS 8100 - Healthcare Policy and Analysis	5 credits

The MSN-DNP entry course sequence is as follows.

Quarter	Course	Credits
Quarter 1	NURS 8002 - Foundations and Essentials for the Doctor of Nursing Practice	5 credits
	NURS 8114 - Theoretical and Scientific Foundations of Nursing	5 credits
Quarter 2	NURS 8201 - Research for Evidence Based Practice	5 credits
	NURS 8302 - Leading Organizations for Quality Improvement Initiatives (4 credits didactic, 1 credit practicum = 80 course faculty supervised clinical hours)	5 credits
Quarter 3	NURS 8702 - DNP Project Mentoring (taken as companion course throughout the program of study until project completed)	0 credits
	NURS 8210 - Transforming Nursing and Healthcare Through Technology	5 credits
	NURS 8502 - Evidence Based Practice I (3 didactic, 2 clinical credits = 160 preceptor supervised clinical hours)	5 credits
Quarter 4	DNRS 6501 -Advanced Pathophysiology	5 credits
	DNRS 6521 -Advanced Pharmacology	5 credits
Quarter 5	DNRS 6512 -Advanced Health Assessment and Diagnostic Reasoning	5 credits
Quarter 6	DNRS 6630 - Psychopharmacologic Approaches to Treatment of Psychopathology	5 credits

Quarter	Course	Credits
Quarter 7	DRNP 6635 - Psychopathology and Diagnostic Reasoning (3 credits didactic)	3 credits
	PRCM 6635 - Psychopathology and Diagnostic Reasoning Practicum (2 clinical credits= 160 preceptor supervised clinical hours minimum)	2 credits
Quarter 8	NURS 8100 - Healthcare Policy and Analysis	5 credits
	NURS 8310 - Epidemiology and Population Health	5 credits
Quarter 9	DRNP 6645 - Psychotherapy With Multiple Modalities	3 credits

Determining Clinical Hours for NURS 8601 DNP Field Experience

To determine how many clinical hours students have applied to NURS 8601, DNP Field Experience, upon entering the program, students must submit a Verification of Precepted Clinical Hours. This verification must be sent from the program director, associate dean, or dean of the school of nursing.

Students can request a blank copy of the **Verification of Precepted Clinical Hours** from the Program Specialist or Student Success Advisor.

Admissions will determine how many documented post baccalaureate clinical hours are completed prior to DNP entry and how many credits of NURS 8601, DNP Field Experience, are applied to the program.

For students who have completed less than 600 hours of verified clinical hours, 1 credit increments for each 80 hours completed.



Doctoral Writing Assessment

Students who start or readmit to doctoral programs at Walden University in the university catalog for academic year 2017 or later will complete the university's required doctoral writing assessment. Designed to evaluate incoming doctoral students' writing skills, this assessment aims to help prepare incoming doctoral students to meet the university's expectations for writing at the doctoral level.

8-Year Maximum Time Frame

In general, students are continuously registered in the dissertation/doctoral study course until they complete their capstone project and it is approved. This usually takes longer than the minimum required terms in the dissertation/doctoral study course shell.

Students have up to 8 years to complete their doctoral degree requirements (see Enrollment Requirements in the student handbook). Students may petition to extend the 8-year maximum time frame, but an extension is not guaranteed.

Note on Field Experience and Relocating

Students who are considering relocating are advised to contact their student success advisor prior to any decision to relocate in order to determine how relocation may impact progress in their program. Advisors can provide information and guidance on how relocating may result in possible changes, restrictions, and/or additional requirements affecting field experience. Each Board of Nursing and Higher Education Authority governs the field experience rules and regulations in their respective states, and students may be unable to complete field experience in the state in which they plan to relocate. While Walden is committed to working collaboratively with students to secure field sites across the United States, it is imperative that students contact their student success advisor immediately when considering relocating.

Note for Prospective Washington State Students

Prospective Washington students: Walden University is approved by the Washington State Nursing Care Quality Assurance Commission to provide practice experiences in Washington State for a Bachelor's of Science in Nursing; Master of Science in Nursing with a specialization in Nursing Education, Nursing Informatics, Leadership and Management, Family Nurse Practitioner, Adult-Gerontology Acute Care Nurse Practitioner, Adult-Gerontology Primary Care Nurse Practitioner, and Psychiatric and Mental Health Nurse Practitioner; as well as the Doctor of Nursing Practice (DNP) program. For more information, go to the following

PhD in Nursing

The PhD in Nursing program prepares nursing professionals for advanced careers in nursing research, practice, and education. With a focus on readying students to contribute to nursing science, advance knowledge in nursing practice, and improve healthcare services, practices, and policies, course topics include: research methods, theoretical and scientific perspectives in nursing, strengthen scholarly writing skills, enhance critical analysis of the literature advanced quantitative, qualitative, and mixed-methods research design; quality improvement systems and leadership which culminates in the dissertation. The doctoral dissertation enables students to conduct and publish original research that contributes to the body of knowledge in their chosen specialty. Based on their educational and career goals, students will choose from among five focus areas: Nursing Education, Healthcare Administration, Interdisciplinary Health, Leadership, and Population Health.

Learning Outcomes

Graduates of this program will be prepared to:

1. Conduct research to generate findings that advance the knowledge and practice of nursing.
2. Demonstrate advanced competency in research design and methodology to address social problems and needs.
 3. Engage in scientific inquiry that advances the knowledge base of research and practice in the profession.
 4. Evaluate the role of research and scholarship in the field of nursing in relation to its role in improving health interventions and advancing the development of related theory.
5. Demonstrate leadership by generating new knowledge that promotes positive social change and addresses the social determinants of health.
 6. Contribute to the science of nursing through social change and social policy initiatives.
 7. Apply ethical decision making and values to the profession.
8. Advocate for policies and programs that improve health outcomes by addressing the social determinants of health among culturally diverse populations.
 9. Demonstrate professional communication that supports the discipline and practice of nursing.
10. Demonstrate the ability to act as a role model and mentor to others who wish to pursue the profession (stewardship).

Minimum Degree Requirements

The PhD in Nursing offers three entry options: BSN-PhD, MSN-PhD, and DNP to PhD Bridge Option. See specialization pages for details on minimum required credits by specialization and entry option.

- Foundation course (1 credits)
- Core courses (45 credits or 20 credits, depending upon BSN-PhD or MSN-PhD/DNP Bridge entry option)
- Research courses (20 credits)
- Doctoral Seminar (5 quarter credits)
- Focus area courses (15 credits)
- Completion of the Doctoral Capstone
 - Dissertation (minimum 20 quarter credits, taken continuously until completion of the dissertation)
- Doctoral Writing Assessment (0 credits)

- Four PhD residencies

Core Curriculum

BSN-PhD entry: This entry option is for registered nurses (RN) who have earned their bachelor's in nursing degree.

MSN-PhD entry: This entry option is for registered nurses (RN) who have earned their master's in nursing degree.

DNP-PhD entry: This entry option is for registered nurses (RN) who have earned their doctor of nursing practice degree.

Foundation Course (1 credits)

NURS 8003 - Foundations and Essentials in Nursing (1 credits)

Core Courses (45 credits or 20 credits)

BSN-PhD entry students take 45 credits of core courses. See each focus area for MSN level core course information.

20 credits of MSN level core courses based on the focus area

NURS 8100 - Healthcare Policy and Analysis* (5 credits)

- Students may take this as a non-degree course.

NURS 8112 - Theoretical and Scientific Foundations of Nursing Research (5 credits)

NURS 8301 - Effectively Leading Organizations in Quality Improvement Initiatives (5 credits) NURS 8250 -Advanced

Theoretical and Scientific Perspectives in Nursing (5 credits)

NURS 8210 - Transforming Nursing and Healthcare Through Technology* (5 credits)

- Students may take this as a non-degree course.

MSN-PhD and DNP Bridge entry students take 20 credits of core courses.

NURS 8112 -Theoretical and Scientific Foundations of Nursing Research (5 credits)

NURS 8301 - Effectively Leading Organizations in Quality Improvement Initiatives (5 credits) NURS 8250 -Advanced

Theoretical and Scientific Perspectives in Nursing (5 credits)

NURS 8210 - Transforming Nursing and Healthcare Through Technology* (5 credits)

- Students may take this as a non-degree course.

Research Courses (20 credits)

Foundation Research Courses (15 credits)

RSCH 8110 - Research Theory, Design, and Methods* (5 credits)

- Students may take this as a non-degree course.

RSCH 8210 - Quantitative Reasoning and Analysis* (5 credits)

- Students may take this as a non-degree course.

RSCH 8310 - Qualitative Reasoning and Analysis* (5 credits)

- Students may take this as a non-degree course.

Advanced Research Course (5 credits)

RSCH 8260 -Advanced Quantitative Reasoning and Analysis (5 credits)

OR

RSCH 8360 - Advanced Qualitative Reasoning and Analysis (5 credits)

OR

RSCH 8460 -Advanced Mixed-Methods Reasoning and Analysis (5 credits)

Doctoral Seminar (5 credits)

NURS 8710 - Doctoral Seminar I (1 credit) NURS 8720 - Doctoral Seminar II (1 credit) NURS 8730 - Doctoral Seminar III (1 credit) NURS 8740 - Doctoral Seminar IV (1 credit) NURS 8750 - Doctoral Seminar V (1 credit)

Focus Areas (15 credits)

See each focus area for course information.

✦ Bridge Option for Students With a DNP

Walden offers students who hold a Doctor of Nursing Practice (DNP) degree a shorter path to the PhD in Nursing.

Eligibility Requirements

- DNP from Walden or another accredited university.

Degree Requirements

- Foundations course (1 credits)
- Core courses (20 credits)
 - Applicants with an earned DNP will be awarded 10 credits.
- Research courses (20 credits)
- Doctoral Seminar (5 credits)
- Focus area courses (15 credits)
 - Applicants with an earned DNP will be awarded 15 credits.
- Completion of the Doctoral Capstone
 - Dissertation (minimum 20 credits, taken continuously until completion of the dissertation)
- Four PhD residencies

Focus Area Courses (15 credits)

Applicants with an earned DNP will be awarded 15 credits.

✦ Focus Area in Healthcare Administration

The Healthcare Administration focus area prepares students to administer healthcare programs and services through the application of best practices in leadership, professionalism, ethics, and strategic planning. With an emphasis on working collaboratively and effectively with diverse populations, students will examine the principles of social justice implicit in healthcare decisions and practice. Students will also explore the theoretical underpinnings of governance and public policy in healthcare administration. Throughout the dissertation process, students will be supported by scholar-practitioner faculty members.

BSN-PhD Entry

BSN-PhD Entry Core Courses (45 credits)

Choose four (20 credits) of the following courses:

DNUR 6201 - Leadership in Nursing and Healthcare (5 credits)

DNUR 6211 - Finance and Economics in Healthcare Delivery (5 credits) DNUR 6221 - Managing Human Resources (5 credits)

DNUR 6223 - Healthcare Quality Assurance and Risk Management in Healthcare Organizations (5 credits)

DNUR 6227 - Current Issues in Health Policy (5 credits)

DNUR 6231 - Healthcare Systems and Quality Outcomes (5 credits)

DNUR 6224 - Quality Assurance and Regulatory Compliance (5 credits) Complete all of the following courses:

NURS 8112 - Theoretical and Scientific Foundations of Nursing Research (5 credits) NURS 8100 - Healthcare Policy and Analysis* (5 credits)

- Students may take this as a non-degree course.

NURS 8301 - Effectively Leading Organizations in Quality Improvement Initiatives (5 credits) NURS 8210 - Transforming Nursing and Healthcare Through Technology* (5 credits)

- Students may take this as a non-degree course.

NURS 8250 -Advanced Theoretical and Scientific Perspectives in Nursing (5 credits)

BSN-PhD Entry Focus Area Courses (15 credits)

Choose any three of the following courses:

HLTH 8500 - Human Resources Management and Organizational Development and Leadership for Healthcare Administrators* (5 credits)

- Students may take this as a non-degree course.

HLTH 8300 - Law, Ethics, and Policy in Healthcare Administration* (5 credits)

- Students may take this as a non-degree course.

HLTH 8465 - Strategic Planning: Collaboration, Cooperation, and Coordination* (5 credits)

- Students may take this as a non-degree course.

HLTH 8750 - Trends and Issues in Executive Level Management for Healthcare Administrators* (5 credits)

- Students may take this as a non-degree course.

MSN-PhD Entry

MSN-PhD Entry Focus Area Courses (15 credits)

Choose any three of the following courses:

HLTH 8500 - Human Resources Management and Organizational Development and Leadership for Healthcare Administrators* (5 credits)

- Students may take this as a non-degree course.

HLTH 8300 - Law, Ethics, and Policy in Healthcare Administration* (5 credits)

- Students may take this as a non-degree course.

HLTH 8465 - Strategic Planning: Collaboration, Cooperation, and Coordination* (5 credits)

- Students may take this as a non-degree course.

HLTH 8750 - Trends and Issues in Executive Level Management for Healthcare Administrators* (5 credits)

- Students may take this as a non-degree course.

✦ Focus Area in Interdisciplinary Health Focus

Students may create their own Interdisciplinary Health focus area by choosing three courses from any of the four other PhD in Nursing specializations: Healthcare Administration, Leadership, Nursing Education, and Population Health. Each course must be from a different focus area. Throughout the dissertation process, students will be supported by scholar-practitioner faculty members.

BSN-PhD Entry

BSN-PhD Entry Core Courses (45 credits)

Choose four (20 credits) of the following courses:

DNUR 6201 - Leadership in Nursing and Healthcare (5 credits)

DNUR 6211 - Finance and Economics in Healthcare Delivery (5 credits) DNUR 6221 - Managing Human Resources (5 credits)

DNUR 6231 - Healthcare Systems and Quality Outcomes (5 credits)

DNUR 6710 - Public Health Nursing Theory and Practice (5 credits) PUBH 6034 - Environmental Health: Local to Global* (5 credits)

- Students may take this as a non-degree course.

DNUR 6321 - Curriculum Development, Assessment, and Evaluation (5 credits)

DNUR 6370 - Foundational Skills for Nurse Educators in Academic and Healthcare Environments (5 credits)

DNUR 6331 - Teaching Learning Strategies: Integrating Technology Into Nursing Education (5 credits) Complete all of the following courses:

NURS 8112 - Theoretical and Scientific Foundations of Nursing Research (5 credits) NURS 8100 - Healthcare Policy and Analysis* (5 credits)

- Students may take this as a non-degree course.

NURS 8301 - Effectively Leading Organizations in Quality Improvement Initiatives (5 credits) NURS 8210 - Transforming Nursing and Healthcare Through Technology* (5 credits)

- Students may take this as a non-degree course.

NURS 8250 -Advanced Theoretical and Scientific Perspectives in Nursing (5 credits)

BSN-PhD Entry Focus Area Courses (15 credits)

Choose one course from each area.

Area 1

NURS 8540 -Academic Nursing Faculty Role Development* (5 credits)

- Students may take this as a non-degree course.

NURS 8542 - Curriculum Change: Applying Research Strategies to Prepare Tomorrow's Nursing Education Programs* (5 credits)

- Students may take this as a non-degree course.

NURS 8544 - Strategies for Teaching Innovations in Nursing Education* (5 credits)

- Students may take this as a non-degree course.

NURS 8546 - Strategies for Innovation in Nursing Education* (5 credits)

- Students may take this as a non-degree course.

Area 2

HLTH 8136 - Leadership, Professionalism, and Ethics in Public Health Practice* (5 credits)

- Students may take this as a non-degree course.

HLTH 8392 - The Language of Leadership* (5 credits)

- Students may take this as a non-degree course.

HLTH 8111 - Leadership and Organizational Change* (5 credits)

- Students may take this as a non-degree course.

Area3

HLTH 8750 - Trends and Issues in Executive Level Management for Healthcare Administrators* (5 credits)

- Students may take this as a non-degree course.

HLTH 8300 - Law, Ethics, and Policy in Healthcare Administration* (5 credits)

- Students may take this as a non-degree course.

HLTH 8465 - Strategic Planning: Collaboration, Cooperation, and Coordination* (5 credits)

- Students may take this as a non-degree course.

HLTH 8500 - Human Resources Management and Organizational Development and Leadership for Healthcare Administrators* (5 credits)

- Students may take this as a non-degree course.

MSN-PhD Entry

MSN-PhD Entry Focus Area Courses (15 credits)

Choose one course from each area:

Area 1

NURS 8540 -Academic Nursing Faculty Role Development* (5 credits)

- Students may take this as a non-degree course.

NURS 8542 - Curriculum Change: Applying Research Strategies to Prepare Tomorrow's Nursing Education Programs* (5 credits)

- Students may take this as a non-degree course.

NURS 8544 - Strategies for Teaching Innovations in Nursing Education* (5 credits)

- Students may take this as a non-degree course.

NURS 8546 - Strategies for Innovation in Nursing Education* (5 credits)

- Students may take this as a non-degree course.

Area 2

HLTH 8136 - Leadership, Professionalism, and Ethics in Public Health Practice* (5 credits)

- Students may take this as a non-degree course.

HLTH 8392 - The Language of Leadership* (5 credits)

- Students may take this as a non-degree course.

HLTH 8111 - Leadership and Organizational Change* (5 credits)

- Students may take this as a non-degree course.

Area3

HLTH 8750 - Trends and Issues in Executive Level Management for Healthcare Administrators* (5 credits)

- Students may take this as a non-degree course.

HLTH 8300 - Law, Ethics, and Policy in Healthcare Administration* (5 credits)

- Students may take this as a non-degree course.

HLTH 8465 - Strategic Planning: Collaboration, Cooperation, and Coordination* (5 credits)

- Students may take this as a non-degree course.

HLTH 8500 - Human Resources Management and Organizational Development and Leadership for Healthcare Administrators* (5 credits)

- Students may take this as a non-degree course.

✦ Focus Area in Leadership

The Leadership focus area helps prepare students to be healthcare leaders who can work effectively with diverse workforces and communities under varying political and economic conditions. They will explore competencies in organizational change management, team building, mediation, collaboration, and systems thinking and planning. Students will examine the theoretical underpinnings of leadership and ethics, as well as the professional attributes, skills, styles, and strategies required to advance organizational goals. The use of dynamic language techniques by leadership will be explored, providing students with a practical foundation for motivating, inspiring, and managing their organizations through effective communication. Throughout the dissertation process, students will be supported by scholar-practitioner faculty members as they pursue individual research in an interest area of healthcare leadership.

BSN-PhD Entry

BSN-PhD Entry Core Courses (45 credits)

Choose four (20 credits) of the following courses:

DNUR 6201 - Leadership in Nursing and Healthcare (5 credits)

DNUR 6211 - Finance and Economics in Healthcare Delivery (5 credits) DNUR 6241 - Strategic Planning in Healthcare Organizations (5 credits) DNUR 6231 - Healthcare Systems and Quality Outcomes (5 credits) DNUR 6226 - Introduction to Healthcare Policy (5 credits)

Complete all of the following courses:

NURS 8112 - Theoretical and Scientific Foundations of Nursing Research (5 credits) NURS 8100 - Healthcare Policy and Analysis* (5 credits)

- Students may take this as a non-degree course.

NURS 8301 - Effectively Leading Organizations in Quality Improvement Initiatives (5 credits) NURS 8210 - Transforming Nursing and Healthcare Through Technology* (5 credits)

- Students may take this as a non-degree course.

NURS 8250 - Advanced Theoretical and Scientific Perspectives in Nursing (5 credits)

BSN-PhD Entry Focus Area Courses (15 credits)

Choose any three of the following courses:

HLTH 8136 - Leadership, Professionalism, and Ethics in Public Health Practice* (5 credits)

- Students may take this as a non-degree course.

HLTH 8031 - Public Health Administration and Leadership* (5 credits)

- Students may take this as a non-degree course.

HLTH 8392 - The Language of Leadership* (5 credits)

- Students may take this as a non-degree course.

HLTH 8111 - Leadership and Organizational Change* (5 credits)

- Students may take this as a non-degree course.

MSN-PhD Entry

MSN-PhD Entry Focus Area Courses (15 credits)

Choose any three of the following courses:

HLTH 8136 - Leadership, Professionalism, and Ethics in Public Health Practice* (5 credits)

- Students may take this as a non-degree course.

HLTH 8031 - Public Health Administration and Leadership* (5 credits)

- Students may take this as a non-degree course.

HLTH 8392 - The Language of Leadership* (5 credits)

- Students may take this as a non-degree course.

HLTH 8111 - Leadership and Organizational Change* (5 credits)

- Students may take this as a non-degree course.

✦ Focus Area in Nursing Education

The Nursing Education focus area prepares nursing professionals to design, deliver, and evaluate nursing courses and programs in nursing educational settings. With a focus on applying theory to practice, coursework examines behavioral, cognitive, and constructivist learning theories; distance education principles and instructional design; nurse educator roles, curriculum design, teaching and learning methods, and the use of multimedia technology to facilitate learning.

BSN-PhD Entry

BSN-PhD Entry Core Courses (45 credits)

DNUR 6050 - Policy and Advocacy for Improving Population Health (5 credits)

DNUR 6370 - Foundational Skills for Nurse Educators in Academic and Healthcare Environments (5 credits) DNUR 6321 - Curriculum Development, Assessment, and Evaluation (5 credits)

DNUR 6331 - Teaching Learning Strategies: Integrating Technology Into Nursing Education (5 credits)

NURS 8112 - Theoretical and Scientific Foundations of Nursing Research (5 credits) NURS 8100 - Healthcare Policy and Analysis* (5 credits)

- Students may take this as a non-degree course.

NURS 8301 - Effectively Leading Organizations in Quality Improvement Initiatives (5 credits) NURS 8250 - Advanced Theoretical and Scientific Perspectives in Nursing (5 credits)

NURS 8210 - Transforming Nursing and Healthcare Through Technology* (5 credits)

- Students may take this as a non-degree course.

BSN-PhD Entry Focus Area Courses (15 credits)

Choose any three of the following courses:

NURS 8540 - Academic Nursing Faculty Role Development* (5 credits)

- Students may take this as a non-degree course.

NURS 8542 - Curriculum Change: Applying Research Strategies to Prepare Tomorrow's Nursing Education Programs* (5 credits)

- Students may take this as a non-degree course.

NURS 8544 - Strategies for Teaching Innovations in Nursing Education* (5 credits)

- Students may take this as a non-degree course.

NURS 8546 - Strategies for Innovation in Nursing Education* (5 credits)

- Students may take this as a non-degree course.

MSN-PhD Entry

MSN-PhD Entry Focus Area Courses (15 credits)

Choose any three of the following courses:

NURS 8540 -Academic Nursing Faculty Role Development* (5 credits)

- Students may take this as a non-degree course.

NURS 8542 - Curriculum Change: Applying Research Strategies to Prepare Tomorrow's Nursing Education Programs* (5 credits)

- Students may take this as a non-degree course.

NURS 8544 - Strategies for Teaching Innovations in Nursing Education* (5 credits)

- Students may take this as a non-degree course.

NURS 8546 - Strategies for Innovation in Nursing Education* (5 credits)

- Students may take this as a non-degree course.

✦Focus Area in Population Health

Students in this focus area have the opportunity to develop leadership and advanced population health nursing skills in community-based assessment, program planning, interventions, and outcomes. Students learn to design and influence population health at the local, regional, and global levels by analyzing risk factors of disease and how to initiate preventative measures by conducting research to improve the health care needs of communities and populations.

Students also explore how data is used to form policy recommendations and to draft legislation that promotes the equal distribution of health resources and reductions in health risks.

BSN-PhD Entry

BSN-PhD Entry Core Courses (45 credits)

PUBH 6475 - Program Planning, Implementation, and Evaluation* (5 credits)

- Students may take this as a non-degree course.

DNUR 6710 - Public Health Nursing Theory and Practice (5 credits) PUBH 6034 - Environmental Health: Local to Global* (5 credits)

- Students may take this as a non-degree course.

DNUR 6052 - Essentials of Evidence-Based Practice (5 credits)

NURS 8112 - Theoretical and Scientific Foundations of Nursing Research (5 credits) NURS 8100 - Healthcare Policy and Analysis* (5 credits)

- Students may take this as a non-degree course.

NURS 8301 - Effectively Leading Organizations in Quality Improvement Initiatives (5 credits) NURS 8210 - Transforming Nursing and Healthcare Through Technology* (5 credits)

- Students may take this as a non-degree course.

NURS 8250 -Advanced Theoretical and Scientific Perspectives in Nursing (5 credits)

BSN-PhD Entry Focus Area Courses (15 credits)

Choose any three of the following courses:

NURS 8310 - Epidemiology and Population Health* (5 credits)

- Students may take this as a non-degree course.

PUBH 8038 - Health Behavior Theory* (5 credits)

- Students may take this as a non-degree course.

PHLT 8402 -Applied Leadership and Multicultural Perspectives in Public Health* (5 credits)

- Students may take this as a non-degree course.

PHLT 8051 -Advanced Issues in Global Public Health* (5 credits)

- Students may take this as a non-degree course.

MSN-PhD Entry

MSN-PhD Entry Focus Area Courses (15 credits)

Choose only three courses from the options below.

NURS 8310 - Epidemiology and Population Health* (5 credits)

- Students may take this as a non-degree course.

PUBH 8038 - Health Behavior Theory* (5 credits)

- Students may take this as a non-degree course.

PHLT 8402 - Applied Leadership and Multicultural Perspectives in Public Health* (5 credits)

- Students may take this as a non-degree course.

PHLT 8051 -Advanced Issues in Global Public Health* (5 credits)

- Students may take this as a non-degree course.

Completion of the Doctoral Capstone

NURS 9000 - Dissertation (5 credits per term for a minimum of 4 quarters until completion)

Students take this course for a minimum of four quarters and are continuously enrolled until completion of their dissertation with final chief academic officer (CAO) approval.

To complete a doctoral dissertation, students must obtain the academic approval of several independent evaluators including their committee, the University Research Reviewer, and the Institutional Review Board; pass the Form and Style Review; gain approval at the oral defense stage; and gain final approval by the chief academic officer. Students must also publish their dissertation on ProQuest before their degree is conferred. Learn more about the dissertation process in the Dissertation Guidebook.

Residency Requirements

- Complete Residency 1 as soon as you begin your program; required in order to advance into RSCH 8110.
- Complete Residency 2 prior to entering NURS 8750.
- Complete Residency 3 prior to entering NURS 9000.
- Complete Residency 4 after your prospectus is approved and you are enrolled in NURS 9000, complete residency 4 during your third year or beyond as:
 - Residency 4 General (RESI 8404) OR
 - Residency 4 Proposal Writing (RESI 84040) OR
 - Residency 4 Methods & Data Collection: Qualitative (RESI 8404R) OR
 - Residency 4 Methods & Data Collection: Quantitative (RESI 8404S) OR

- Residency 4 Publishing & Presenting (RESI 8404T) OR
- a dissertation intensive (DRWI 8500). Contact Student Success Advising to register.
- **Optional:** Complete a PhD dissertation intensive retreat (DRWI 8500) during your dissertation (in lieu of residency 4). Contact Student Success Advising to register.

Course Sequence

BSN-PhD Entry Course Sequence

The BSN-PhD entry course sequence is as follows.

Quarter	Course	Credits
Quarter 1	NURS 8003 - Foundations and Essentials in Nursing	1 credit
	BSN-PhD Entry Core Course #1	5 credits
Quarter 2	BSN-PhD Entry Core Course #2	5 credits
	BSN-PhD Entry Core Course #3	5 credits
Quarter 3	BSN-PhD Entry Core Course #4	5 credits
	NURS 8100- Healthcare Policy and Advocacy	5 credits
Quarter 4	NURS 8710 - Doctoral Seminar I	1 credit
	NURS 8112- Theoretical and Scientific Foundations of Nursing Research	5 credits
RESI 8401 - Residency 1 Complete Residency 1 prior to RSCH 8110.		
Quarter 5	RSCH 8110- Research Theory, Design, and Methods	5 credits
	NURS 8301 - Effectively Leading Organizations in Quality	5 credits

Quarter	Course	Credits
Quarter 1 ⁺	NURS 9000- Dissertation	Continuous enrollment in 5 credits per term for a minimum of 4 terms; taken continuously until completion
RESI 8404 - Residency 4		
Taken after prospectus approval.		

MSN-PhD Entry Course Sequence

The MSN-PhD entry course sequence is as follows.

Quarter	Course	Credits
Quarter 1	NURS 8003- Foundations and Essentials in Nursing	1 credit
	NURS 8710- Doctoral Seminar I	1 credit
	NURS 8112- Theoretical and Scientific Foundations of Nursing Research	5 credits
RESI 8401 - Residency 1		
Complete Residency 1 prior to RSCH 8110.		
Quarter 2	RSCH 8110- Research Theory, Design, and Methods	5 credits
	NURS 8301 - Effectively Leading Organizations in Quality Improvement Initiatives	5 credits
Quarter 3	NURS 8720 - Doctoral Seminar II	1 credit
	NURS 8210 - Transforming Nursing and Healthcare through Technology	5 credits
	NURS 8250 -Advanced Theoretical and Scientific Perspectives in Nursing	5 credits
Quarter 4	NURS 8730 - Doctoral Seminar III	1 credit
	RSCH 8210 - Quantitative Reasoning and Analysis	5 credits

Bridge Option for Students with a DNP

Quarter	Course	Credits
RES! 8401 - Residency 1 Complete Residency 1 prior to RSCH 8110.		
Quarter 2	NURS 8710 - Doctoral Seminar I	1 credit
	RSCH 8110- Research, Theory, Design, and Methods	5 credits
Quarter 3	NURS 8720 - Doctoral Seminar II	1 credit
	NURS 8250 -Advanced Theoretical and Scientific Perspectives in Nursing	5 credits
Quarter 4	NURS 8730 - Doctoral Seminar III	1 credit
	RSCH 8210 - Quantitative Reasoning and Analysis	5 credits
RES! 8402 - Residency 2 Complete Residency 2 prior to NURS 8750 (Doctoral Seminar V)		
Quarter 5	NURS 8740- Doctoral Seminar IV	1 credit
	RSCH 8310 - Qualitative Reasoning and Analysis	5 credits
Quarter 6	NURS 8750 - Doctoral Seminar V	1 credit
	Advanced Research Course Choose 1 course from the options below. RSCH 8260 -Advanced Quantitative Reasoning and Analysis RSCH 8360 -Advanced Qualitative Reasoning and Analysis RSCH 8460 - Advanced Mixed Methods Reasoning and Analysis	5 credits
RES! 8403 - Residency 3 Complete Residency 3 prior to NURS 9000 (Dissertation)		
Quarter 7	NURS 9000 - Dissertation	Continuous enrollment in 5 credits per term for a minimum of 4 terms; taken continuously until completion
RES! 8404 - Residency 4 Taken after prospectus approval.		

Doctoral Writing Assessment

Students who start or readmit to doctoral programs at Walden University in the university catalog for academic year 2017 or later will complete the university's required doctoral writing assessment. Designed to evaluate incoming doctoral students' writing skills, this assessment aims to help prepare incoming doctoral students to meet the university's expectations for writing at the doctoral level.

8-Year Maximum Time Frame

In general, students are continuously registered in the dissertation/doctoral study course until they complete their capstone project and it is approved. This usually takes longer than the minimum required terms in the dissertation/doctoral study course shell.

Students have up to 8 years to complete their doctoral degree requirements (see Enrollment Requirements in the student handbook). Students may petition to extend the 8-year maximum time frame, but an extension is not guaranteed.

Post-Master's Certificate in Adult Gerontology Acute Care Nurse Practitioner

This certificate program prepares nurses with an MSN or a nurse practitioner MSN degree with the specialized information, knowledge, and skills to be eligible to take the national NP certification examination appropriate to the specialty and to obtain NP licensure at the state level.

Note on Licensure, Certification, or Other State Credential Necessary to Practice as a Nurse Practitioner

Most states require graduation from a CCNE-accredited nurse practitioner program to be eligible to apply for certification to practice as an NP. However, the requirements for certification as a nurse practitioner vary from state to state. Each state board that is responsible for regulating the practice of nurse practitioners has its own academic requirements and issues its own credential to practice in that state. While Walden University enrollment specialists can provide general information relating to the state-by-state educational requirements for certification, it remains the student's responsibility to understand, evaluate, and comply with all requirements relating to field education experiences, licensing or certification, authorization or endorsement for the state in which she or he resides. Walden University makes no representations or guarantee that completion of its coursework or programs will permit an individual to obtain state licensure, certification, authorization, endorsement, or other state credential. Licensure and certification eligibility determinations are ultimately determined by the appropriate state board that issues the credential to practice.

Prospective students enrolling in licensure/certification-leading programs are advised that relocation to another state may impact the student's ability to complete field experiences and/or to obtain professional licensure, certification or other credential in another state. Prospective students are advised to carefully review, evaluate and understand the requirements of the applicable board of nursing or agency that has jurisdiction over Registered Nurses (RNs) and Advance Practice Registered Nurses (APRNs) in the state in which they intend to relocate.

Note on CCNE Certification

The baccalaureate degree program in nursing (BSN), master's degree program in nursing (MSN), post-graduate APRN certificate program, and Doctor of Nursing Practice (DNP) program at Walden



University are accredited by the Commission on Collegiate Nursing Education (www.ccnaccreditation.org).

Certificate Requirements

- 38 total quarter credits
- Core course (3 credits)
- Specialization courses (35 credits, includes the required 640 practicum hours*)

Fast Track (for licensed and certified Family Nurse Practitioners or Adult Gerontology Primary Care Nurse Practitioners)

- 38 quarter credits
- Core courses (3 credits)
- Specialization courses (15 credits, includes the required 500 practicum hours)
- Prior nursing credit from Family Nurse Practitioner or Adult Gerontology Primary Care Nurse Practitioner program (up to 20 credits)

Core Curriculum

NURS 6003 - Perspectives on Graduate Study for Advanced Nursing Practice (3 credits) NURS 6501 -Advanced

Pathophysiology* (5 credits)

- Students may take this as a non-degree course.

NURS 6512 -Advanced Health Assessment and Diagnostic Reasoning* (5 credits)

- Students may take this as a non-degree course.

NURS 6521 -Advanced Pharmacology* (5 credits)

- Students may take this as a non-degree course.

NRNP 6566 -Advanced Care of Adults in Acute Settings I (3 credits)

PRAC 6566 -Advanced Care of Adults in Acute Settings I Practicum (2 credits) NRNP 6540 -Advanced Practice Care of

Older Adults (3 credits)

PRAC 6540 - Advanced Practice Care of Older Adults Practicum (2 credits)

NRNP 6550 -Advanced Practice Care of Adults in Acute Care Settings II (3 credits)

PRAC 6550 -Advanced Practice Care of Adults in Acute Care Settings II Practicum (2 credits) NRNP 6560 -Advanced

Care of Adults in Acute Settings III (3 credits)

PRAC 6560 -Advanced Care of Adults in Acute Settings III Practicum (2 credits)

Course Sequence Table

Term	Course	Credits
Quarter 1	NURS 6003 - Perspectives on Graduate Study for Advanced Nursing Practice	3 credits
	NURS 6501 -Advanced Pathophysiology	5 credits
Quarter 2	NURS 6512 -Advanced Health Assessment and Diagnostic	5 credits

Reasoning		
	NURS 6521 -Advanced Pharmacology	5 credits
Quarter 3	NRNP 6566 -Advanced Care of Adults in Acute Settings I* PRAG 6566 -Advanced Care of Adults in Acute Settings I Practicum*	5 credits (3 credits didactic, 2 credits practicum)
Quarter 4	NRNP 6540 -Advanced Practice Care of Older Adults* PRAG 6540 -Advanced Practice Care of Older Adults Practicum*	5 credits (3 credits didactic, 2 credits practicum)
Quarter 5	NRNP 6550 -Advanced Practice Care of Adults in Acute Care Settings II* PRAG 6550 -Advanced Practice Care of Adults in Acute Care Settings II Practicum*	5 credits (3 credits didactic, 2 credits practicum)
Quarter 6	NRNP 6560 -Advanced Care of Adults in Acute Settings III* PRAG 6560 -Advanced Care of Adults in Acute Settings III Practicum*	5 credits (3 credits didactic, 2 credits practicum)

*Courses must be taken at Walden University.

With the exception of NURS 6003, all didactic courses are 5 quarter credits. All clinical courses are 3 credits didactic and 2 credits clinical practice.

Fast-Track

Licensed and certified Family Nurse Practitioners are eligible for the Fast Track and can transfer in up to 20 credits of prior nursing credit from an APRN program; Fast Track students undertake courses in the following sequence.

Term

Course

Credits

Quarter 1	NURS 6003 -Perspectives on Graduate	
Study for Advanced Nursing Practice	3 credits	
Quarter 2	NRNP 6566 -Advanced Care of Adults in Acute Settings I* PRAG 6566 -Advanced Care of Adults in Acute Settings I Practicum*	5 credits (3 credits didactic, 2 credits practicum)
Quarter 3	NRNP 6550 -Advanced Practice Care of Adults in Acute Care Settings II PRAG 6550 -Advanced Practice Care of Adults in Acute Care Settings II Practicum	5 credits (3 credits didactic, 2 credits practicum)
Quarter 4	NRNP 6560 -Advanced Care of Adults in Acute Settings III* PRAG 6560 -Advanced Care of Adults in Acute Settings III Practicum	5 credits (3 credits didactic, 2 credits practicum)

*Courses must be taken at Walden University.

With the exception of NURS 6003, all didactic courses are 5 quarter credits. All clinical courses are 3 credits didactic and 2 credits clinical practice.

Note on Field Experience and Relocating

Students who are considering relocating are advised to contact their student success advisor prior to any decision to relocate in order to determine how relocation may impact progress in their program. Advisors can provide information and guidance on how relocating may result in possible changes, restrictions, and/or additional requirements affecting field experience. Each Board of Nursing and Higher Education Authority governs the field experience rules and regulations in their respective states, and students may be unable to complete field experience in the state in which they plan to relocate. While Walden is committed to working collaboratively with students to secure field sites across the United States, it is imperative that students contact their student success advisor immediately when considering relocating.

Post-Master's Certificate in Adult Gerontology Primary Care Nurse Practitioner

This certificate program prepares nurses with an MSN or a nurse practitioner MSN degree with the specialized information, knowledge, and skills to be eligible to take the national NP certification examination appropriate to the specialty and to obtain NP licensure at the state level.

Note on Licensure, Certification, or Other State Credential Necessary to Practice as a Nurse Practitioner

Most states require graduation from a CCNE-accredited nurse practitioner program to be eligible to apply for certification to practice as an NP. However, the requirements for certification as a nurse practitioner vary from state to state. Each state board that is responsible for regulating the practice of nurse practitioners has its own academic requirements and issues its own credential to practice in that state. While Walden University enrollment specialists can provide general information relating to the

state-by-state educational requirements for certification, **it remains the student's responsibility to understand, evaluate, and comply with all requirements relating to field education experiences, licensing or certification, authorization or endorsement for the state in which she or he resides.** Walden University makes no representations or guarantee that completion of its coursework or programs will permit an individual to obtain state licensure, certification, authorization, endorsement, or other state credential. Licensure and certification eligibility determinations are ultimately determined by the appropriate state board that issues the credential to practice.

Prospective students enrolling in licensure/certification-leading programs are advised that relocation to another state may impact the student's ability to complete field experiences and/or to obtain professional licensure, certification or other credential in another state. Prospective students are advised to carefully review, evaluate and understand the requirements of the applicable board of nursing or agency that has jurisdiction over Registered Nurses (RNs) and Advance Practice Registered Nurses (APRNs) in the state in which they intend to relocate.

Note on CCNE Certification

the degree program in nursing (BSN), master's degree program in nursing (MSN), post-graduate APRN Doctor of Nursing Practice (DNP) program at Walden University are accredited by the Commission on Accreditation (www.ccneaccreditation.org).



Certificate Requirements

- 38 total quarter credits
 - Core course (3 credits)
 - Specialization courses (35 credits, includes the required 640 practicum hours*)

Fast Track (for students with appropriate APRN licensure and certification)

- 38 total quarter credits
- Core course (3 credits)
- Specialization courses (15 credits, includes the required 500 practicum hours*)
- Prior nursing credit from certain approved APRN licensure and certification (up to 23 credits)

Core Curriculum

NURS 6003 - Perspectives on Graduate Study for Advanced Nursing Practice (3 credits) NURS 6501 -Advanced Pathophysiology* (5 credits)

- Students may take this as a non-degree course.

NURS 6512 -Advanced Health Assessment and Diagnostic Reasoning* (5 credits)

- Students may take this as a non-degree course.

NURS 6521 -Advanced Pharmacology* (5 credits)

- Students may take this as a non-degree course.

NRNP 6531 - Primary Care of Adults Across the Lifespan (3 credits)

PRAG 6531 - Primary Care of Adults Across the Lifespan Practicum (2 credits) NRNP 6540 -Advanced Practice Care of Older Adults (3 credits)

PRAG 6540 -Advanced Practice Care of Older Adults Practicum (2 credits) NRNP 6552 -Advanced Nurse Practice in Reproductive Health Care (3 credits)

PRAG 6552 -Advanced Nurse Practice in Reproductive Health Care Practicum (2 credits)

NRNP 6565 - Synthesis in Advanced Nursing Practice Care of Patients in Primary Care Settings (3 credits) PRAG 6565 - Synthesis in Advanced Nursing Practice of Patients in Primary Care Settings Practicum (2 credits)

Course Sequence

Students undertake courses in the following sequence.

Term	Course	Credits
Quarter 1	NURS 6003 - Perspectives on Graduate Study for Advanced Nursing	3 credits
	Practice NURS 6501 -Advanced Pathophysiology	5 credits
Quarter 2	NURS 6512 -Advanced Health Assessment and Diagnostic Reasoning	5 credits
	NURS 6521 -Advanced Pharmacology	5 credits
Quarter 3	NRNP 6531 - Primary Care of Adults Across the Lifespan*	5 credits (3
	PRAC 6531 - Primary Care of Adults Across the Lifespan Practicum*	credits didactic, 2 credits practicum)
Quarter 4	NRNP 6540 -Advanced Practice Care of Older Adults*	5 credits (3
	PRAC 6540 -Advanced Practice Care of Older Adults Practicum*	credits didactic, 2 credits practicum)
Quarter 5	NRNP 6552 -Advanced Nurse Practice in Reproductive Health Care*	5 credits (3 credits didactic, PRAC 6552 -
	Advanced Nurse Practice in Reproductive Health Care Practicum*	2 credits practicum)
Quarter 6	NRNP 6565 - Synthesis in Advanced Nursing Practice Care of Patients in Primary Care Settings*	5 credits (3
	PRAC 6565 - Synthesis in Advanced Nursing Practice of Patients in Primary Care Settings Practicum*	credits didactic, 2 credits practicum)

*Courses must be taken at Walden University.

With the exception of NURS 6003, all didactic courses are 5 quarter credits. All clinical courses are 3 credits didactic and 2 credits clinical practice.

Note on Field Experience and Relocating

Students who are considering relocating are advised to contact their student success advisor prior to any decision to relocate in order to determine how relocation may impact progress in their program. Advisors can provide information and guidance on how relocating may result in possible changes, restrictions, and/or additional requirements affecting field experience. Each Board of Nursing and Higher Education Authority governs the field experience rules and regulations in their respective states, and students may be unable to complete field experience in the state in which they plan to relocate. While Walden is committed to working collaboratively with students to secure field sites across the United States, it is imperative that students contact their student success advisor immediately when considering relocating.

Post-Master's Certificate in Family Nurse Practitioner

This certificate program prepares nurses with an MSN or a nurse practitioner MSN degree with the specialized information, knowledge, and skills to be eligible to take the national NP certification examination appropriate to the specialty and to obtain NP licensure at the state level.

Note on Licensure, Certification, or Other State Credential Necessary to Practice as a Nurse Practitioner

Most states require graduation from a CCNE-accredited nurse practitioner program to be eligible to apply for certification to practice as an NP. However, the requirements for certification as a nurse practitioner vary from state to state. Each state board that is responsible for regulating the practice of nurse practitioners has its own academic requirements and issues its own credential to practice in that state. While Walden University enrollment specialists can provide general information relating to the state-by-state educational requirements for certification, **it remains the student's responsibility to understand, evaluate, and comply with all requirements relating to field education experiences, licensing or certification, authorization or endorsement for the state in which she or he resides.** Walden University makes no representations or guarantee that completion of its coursework or programs will permit an individual to obtain state licensure, certification, authorization, endorsement, or other state credential. Licensure and certification eligibility determinations are ultimately determined by the appropriate state board that issues the credential to practice.

Prospective students enrolling in licensure/certification-leading programs are advised that relocation to another state may impact the student's ability to complete field experiences and/or to obtain professional licensure, certification or other credential in another state. Prospective students are advised to carefully review, evaluate and understand the requirements of the applicable board of nursing or agency that has jurisdiction over Registered Nurses (RNs) and Advance Practice Registered Nurses (APRNs) in the state in which they intend to relocate.

Note on CCNE Accreditation

The Bachelor of Science in Nursing (BSN), master's degree program in nursing (MSN), post-graduate APRN certificate program, and Doctor of Nursing Practice (DNP) program at Walden University are accredited by the Commission on Collegiate Nursing Education (www.ccneaccreditation.org).



Certificate Requirements

- 38 total quarter credits
 - Core course (3 credits)
 - Specialization courses (35 credits, includes the required 640 practicum hours*)

Fast Track (for students with appropriate APRN licensure and certification)

- 38 total quarter credits
- Core course (3 credits)
- Specialization courses (15 credits, includes the required 500 practicum hours*)
- Prior nursing credit from certain approved APRN licensure and certification (up to 20 credits)

Fast Track (for Walden Adult Gerontology Primary Care alumni with appropriate APRN licensure and certification)

- 36 total quarter credits
- Core course (3 credits)
- Specialization courses (13 credits, includes the required 500 practicum hours*)
- Prior nursing credit from certain approved APRN licensure and certification (up to 20 credits)

Core Curriculum

NURS 6003 - Perspectives on Graduate Study for Advanced Nursing Practice (3 credits) NURS 6501 -Advanced

Pathophysiology* (5 credits)

- Students may take this as a non-degree course.

NURS 6512 -Advanced Health Assessment and Diagnostic Reasoning* (5 credits)

- Students may take this as a non-degree course.

NURS 6521 -Advanced Pharmacology* (5 credits)

- Students may take this as a non-degree course.

NRNP 6531 - Primary Care of Adults Across the Lifespan (3 credits)

PRAC 6531 - Primary Care of Adults Across the Lifespan Practicum (2 credits) NRNP 6541 - Primary Care of Adolescents and Children (3 credits)

PRAC 6541 - Primary Care of Adolescents and Children Practicum (2 credits) NRNP 6552 -Advanced Nurse Practice in

Reproductive Health Care (3 credits)

OR

NRNP 6553 -Advanced Nurse Practice in Obstetric Health Care (1 credits)

PRAC 6552 -Advanced Nurse Practice in Reproductive Health Care Practicum (2 credits)

OR

PRAC 6553 -Advanced Nurse Practice in Obstetric Health Care Practicum (2 credits)

NRNP 6568 - Synthesis in Advanced Nursing Practice of Patients in Family Care Settings (3 credits)

PRAC 6568 - Synthesis in Advanced Nursing Practice of Patients in Family Care Settings Practicum (2 credits)

Students undertake courses in the following sequence.

Term	Course	Credits
Quarter 1	NURS 6003 - Perspectives on Graduate Study for Advanced Nursing Practice	3 credits

	NURS 6501 -Advanced Pathophysiology	5 credits
Quarter 2	NURS 6521 - Advanced Pharmacology	5 credits
	NURS 6512 - Advanced Health Assessment and Diagnostic Reasoning	5 credits
Quarter 3	NRNP 6531 - Primary Care of Adults Across the Lifespan*	5 credits (3 credits didactic, 2 credits practicum)
	PRAG 6531 - Primary Care of Adults Across the Lifespan Practicum*	
Quarter 4	NRNP 6541 - Primary Care of Adolescents and Children*	5 credits (3 credits didactic, 2 credits practicum)
	PRAG 6541 - Primary Care of Adolescents and Children Practicum	
Quarter 5	NRNP 6552 -Advanced Nurse Practice in Reproductive Health Care*	5 credits (3 credits didactic, 2 credits practicum)
	PRAG 6552 -Advanced Nurse Practice in Reproductive Health Care Practicum*	

Term	Course	Credits
Quarter 6	NRNP 6568 - Synthesis in Advanced Nursing Practice of Patients in Family Care Settings*	5 credits (3 credits didactic, 2 credits practicum)
	PRAG 6568 - Synthesis in Advanced Nursing Practice of Patients in Family Care Settings Practicum*	

*Courses must be taken at Walden University.

With the exception of NURS 6003, all didactic courses are 5 quarter credits. All clinical courses are 3 credits didactic and 2 credits clinical practice.

Walden Adult Gerontology Primary Care alumni are eligible for this track and can transfer in up to 20 credits of prior nursing credit.

Term	Course	Credits
Quarter 1	NURS 6003 - Perspectives on Graduate Study for Advanced Nursing Practice	3 credits
	NURS 6501 -Advanced Pathophysiology	5 credits
Quarter 2	NURS 6521 -Advanced Pharmacology	5 credits
	NURS 6512 -Advanced Health Assessment and Diagnostic Reasoning	5 credits
Quarter 3	NRNP 6531 - Primary Care of Adults Across the Lifespan*	5 credits (3 credits)
	PRAG 6531 - Primary Care of Adults Across the Lifespan	

*Courses must be taken at Walden University.

With the exception of NURS 6003, all didactic courses are 5 quarter credits.

With the exception of NRNP 6553 and PRAC 6553, all clinical courses are 3 credits didactic and 2 credits clinical practice

Note on Field Experience and Relocating

Students who are considering relocating are advised to contact their student success advisor prior to any decision to relocate in order to determine how relocation may impact progress in their program. Advisors can provide information and guidance on how relocating may result in possible changes, restrictions, and/or additional requirements affecting field experience. Each Board of Nursing and Higher Education Authority governs the field experience rules and regulations in their respective states, and students may be unable to complete field experience in the state in which they plan to relocate. While Walden is committed to working collaboratively with students to secure field sites across the United States, it is imperative that students contact their student success advisor immediately when considering relocating.

Post-Master's Certificate in Nurse Executive Post-Master's Certificate in Nurse Executive

This certificate program prepares nurses for leadership positions in complex healthcare systems. Students who complete this certificate program are ready to make a difference in organizations by addressing pressing issues such as workforce development, resources, integration of technology, and the maintenance and improvement of quality care.

Note on Licensure

The post-master's certificate program in Nurse Executive, Nursing Education, or Nursing Informatics is not a licensure-leading program and will not prepare students as nurse practitioners.

Note on CCNE Certification

This program is a master's degree program in nursing (BSN), master's degree program in nursing (MSN), post-graduate APRN certification program, or Doctor of Nursing Practice (DNP) program at Walden University are accredited by the Commission on Colleges (www.ccneaccreditation.org).



Certificate Requirements

- 28 total quarter credits
- Foundation course (3 credits)
- Specialization courses (25 credits)
- Optional practicum (5 credits)

Curriculum

NURS 6003 - Perspectives on Graduate Study for Advanced Nursing Practice (3 credits)

OR

NURS 6002 - Perspectives on Graduate Study for Advanced Nursing Practice (3 credits) NURS 6201 - Leadership in Nursing and Healthcare (5 credits)

NURS 6211 - Finance and Economics in Healthcare Delivery (5 credits) NURS 6221 - Managing Human Resources (5 credits)

NURS 6231 - Healthcare Systems and Quality Outcomes (5 credits) NURS 6241 - Strategic Planning in Healthcare Organizations (5 credits)

NURS 6600 - Capstone Synthesis Practicum (5 credits: 3 credits didactic, 2 credits practicum)

Course Sequence

The recommended course sequence is as follows:

Term	Course	Credits
Quarter 1	NURS 6002 - Perspectives on Graduate Study for Advanced Nursing Practice OR NURS 6003 - Perspectives on Graduate Study for Advanced Nursing Practice	3 credits

	NURS 6201 - Leadership in Nursing and Healthcare	5 credits
Quarter 2	NURS 6211 - Finance and Economics in Healthcare Delivery	5 credits
	NURS 6221 - Managing Human Resources	5 credits
Quarter 3+	NURS 6231 - Healthcare Systems and Quality Outcomes	5 credits
	NURS 6241 - Strategic Planning in Healthcare Organizations	5 credits
	NURS 6600 - Capstone Synthesis Practicum Optional	5 credits (3 didactic; 2 practicum)

Note on Field Experience and Relocating

Students who are considering relocating are advised to contact their student success advisor prior to any decision to relocate in order to determine how relocation may impact progress in their program. Advisors can provide information and guidance on how relocating may result in possible changes, restrictions, and/or additional requirements affecting field experience. Each Board of Nursing and Higher Education Authority governs the field experience rules and regulations in their respective states, and students may be unable to complete field experience in the state in which they plan to relocate. While Walden is committed to working collaboratively with students to secure field sites across the United States, it is imperative that students contact their student success advisor immediately when considering relocating.

Post-Master's Certificate in Nursing Education

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.

Note on Licensure

The post-master's certificate program in Nurse Executive, Nursing Education, or Nursing Informatics is not a licensure-leading program and will not prepare students as nurse practitioners.

Note on CCNE Certification

The baccalaureate degree program in nursing (BSN), master's degree program in nursing (MSN), post-graduate APRN certificate program, and Doctor of Nursing Practice (DNP) program at Walden University are accredited by the Commission on Collegiate Nursing Education (www.ccneaccreditation.org).



Certificate Requirements

- 23 total quarter credits
- Foundation course (3 credits)
- Specialization courses (20 credits)

Curriculum

NURS 6003 - Perspectives on Graduate Study for Advanced Nursing Practice (3 credits)

OR

NURS 6002 - Perspectives on Graduate Study for Advanced Nursing Practice (3 credits)

NURS 6370 - Foundational Skills for Nurse Educators in Academic and Healthcare Environments (5 credits) NURS 6321 - Curriculum Development, Assessment, and Evaluation (5 credits)

NURS 6331 - Teaching Learning Strategies: Integrating Technology Into Nursing Education (5 credits)

NURS 6351 - Role of the Nurse Educator (5 credits: 4 credits didactic, 1 credits practicum)

Course Sequence

The recommended course sequence is as follows:

Term	Course	Credits
Quarter 1	NURS 6002 - Perspectives on Graduate Study for Advanced Nursing Practice	3 credits
	OR	
	NURS 6003 - Perspectives on Graduate Study for Advanced Nursing Practice	
	NURS 6370 - Foundational Skills for Nurse Educators in Academic and Healthcare Environments	5 credits
Quarter 2	NURS 6321 - Curriculum Development, Assessment, and Evaluation	5 credits
	NURS 6331 - Teaching Learning Strategies: Integrating Technology Into Nursing Education	5 credits
Quarter 3 (Includes Practicum Experience)	NURS 6351 - Role of the Nurse Educator	5 credits

Note on Field Experience and Relocating

Students who are considering relocating are advised to contact their student success advisor prior to any decision to relocate in order to determine how relocation may impact progress in their program. Advisors can provide information and guidance on how relocating may result in possible changes, restrictions, and/or additional requirements affecting field experience. Each Board of Nursing and Higher Education Authority governs the field experience rules and regulations in their respective states, and students may be unable to complete field experience in the state in which they plan to relocate. While Walden is committed to working collaboratively with students to secure field sites across the United States, it is imperative that students contact their student success advisor immediately when considering relocating.

Post-Master's Certificate in Nursing Informatics

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.

Note on Licensure

The post-master's certificate program in Nurse Executive, Nursing Education, or Nursing Informatics is not a licensure-leading program and will not prepare students as nurse practitioners.

Note on Certification

The American Nurses Credentialing Center (ANCC) Informatics Nursing board offers a competency-based examination that provides an assessment of the entry-level clinical knowledge and skills of registered nurses in the informatics specialty after initial RN licensure which leads to national certification. Walden Enrollment Specialists can provide information relating to national certification exams; however, it remains the individual's responsibility to understand, evaluate, and comply with all requirements relating to national certification exams for the state in which he or she intends to practice. Walden makes no representations or guarantee that completion of Walden coursework or programs will permit an individual to obtain national certification. For more information about the ANCC Informatics Nursing board national certification exam visit

www.nursecredentialing.org/InformaticsNursing

Note on CCNE Certification

degree program in nursing (BSN), master's degree program in nursing (MSN), post-graduate APRN certification program, and Doctor of Nursing Practice (DNP) program at Walden University are accredited by the Commission on Colleges (www.ccneaccreditation.org).



Certificate Requirements

- 28 total quarter credits
- Foundation course (3 credits)
- Specialization courses (25 credits)
- Optional additional practicum (5 credits)

Curriculum

NURS 6003 - Perspectives on Graduate Study for Advanced Nursing Practice (3 credits)

OR

NURS 6002 - Perspectives on Graduate Study for Advanced Nursing Practice (3 credits)

NURS 6401 - Informatics in Nursing and Healthcare (5 credits) NURS 6412 - Information and Knowledge Management (5

credits) NURS 6421 - Supporting Workflow in Healthcare Systems (5 credits)

NURS 6451 - Evaluation Methods for Health Information Technology (5 credits)

NURS 6441 - Project Management: Healthcare Information Technology (5 credits)

NURS 6461 - Capstone Synthesis Practicum (5 credits: 2 credits didactic; 3 credits practicum)

Course Sequence

The recommended course sequence is as follows:

Term	Course	Credits
Quarter 1	NURS 6002 - Perspectives on Graduate Study for Advanced Nursing Practice	3 credits

	OR	
	NURS 6003 - Perspectives on Graduate Study for Advanced Nursing Practice	
	NURS 6401 - Informatics in Nursing and Healthcare	5 credits
Quarter 2	NURS 6412- Information and Knowledge Management	5 credits
	NURS 6421 - Supporting Workflow in Healthcare Systems	5 credits
Quarter 3	NURS 6451 - Evaluation Methods for Health Information Technology	5 credits
	NURS 6441 - Project Management: Healthcare Information Technology	5 credits
	NURS 6461 - Capstone Synthesis Practicum (Optional) practicum)	5 credits (2 didactic; 3)

Note on Field Experience and Relocating

Students who are considering relocating are advised to contact their student success advisor prior to any decision to relocate in order to determine how relocation may impact progress in their program. Advisors can provide information and guidance on how relocating may result in possible changes, restrictions, and/or additional requirements affecting field experience. Each Board of Nursing and Higher Education Authority governs the field experience rules and regulations in their respective states, and students may be unable to complete field experience in the state in which they plan to relocate. While Walden is committed to working collaboratively with students to secure field sites across the United States, it is imperative that students contact their student success advisor immediately when considering relocating.

Post-Master's Certificate in Pediatric Nurse Practitioner Primary Care

This certificate program prepares nurses with an MSN or a nurse practitioner MSN degree with the specialized information, knowledge, and skills to be eligible to take the national NP certification examination appropriate to the specialty and to obtain NP licensure at the state level.

Note on Licensure, Certification, or Other State Credential Necessary to Practice as a Nurse Practitioner

Most states require graduation from a CCNE-accredited nurse practitioner program to be eligible to apply for certification to practice as an NP. However, the requirements for certification as a nurse practitioner vary from state to state. Each state board that is responsible for regulating the practice of nurse practitioners has its own academic requirements and issues its own credential to practice in that state. While Walden University enrollment specialists can provide general information relating to the state-by-state educational requirements for certification, **it remains the student's responsibility to understand, evaluate, and comply with all requirements relating to field education experiences, licensing or certification, authorization or endorsement for the state in which she or he resides.** Walden University makes no representations or guarantee that completion of its coursework or programs will permit an individual to obtain state licensure, certification, authorization, endorsement, or other state credential. Licensure and certification eligibility determinations are ultimately determined by the appropriate state board that issues the credential to practice.

Prospective students enrolling in licensure/certification-leading programs are advised that relocation to another state may impact the student's ability to complete field experiences and/or to obtain professional licensure, certification or other credential in another state. Prospective students are advised to carefully review, evaluate and understand the requirements of the applicable

board of nursing or agency that has jurisdiction over Registered Nurses (RNs) and Advance Practice Registered Nurses (APRNs) in the state in which they intend to relocate.

Note on CCNE Accreditation

degree program in nursing (BSN), master's degree program in nursing (MSN), post-graduate APRN Doctor of Nursing Practice (DNP) program at Walden University are accredited by the Commission on Accreditation (www.ccneaccreditation.org).



CCNE Accredited

- 43 total quarter credits with 640 clinical hours
- Foundation course (3 credits)
- Specialization courses (40 credits, includes the required 640 practicum hours*)

Core Curriculum

NURS 6003 - Perspectives on Graduate Study for Advanced Nursing Practice (3 credits) NURS 6501 -Advanced Pathophysiology* (5 credits)

- Students may take this as a non-degree course.

NURS 6512 -Advanced Health Assessment and Diagnostic Reasoning* (5 credits)

- Students may take this as a non-degree course.

NURS 6521 -Advanced Pharmacology* (5 credits)

- Students may take this as a non-degree course.

NURS 6800 -Advanced Pediatric Development and Behavior (5 credits) NRNP 6810 - Primary Care Approaches for Children (3 credits)

PRAC 6810 -Advanced Pediatric Nursing Practicum I: Primary Care (2 credits)

NRNP 6820 - Management of Complex Pediatric Conditions (3 credits)

PRAC 6820 -Advanced Pediatric Nursing Practicum II: Complex Care (2 credits) NRNP 6830 - Management of Specialized Populations (3 credits)

PRAC 6830 -Advanced Pediatric Nursing Practicum III: Specialty Care (2 credits) NRNP 6840 - Synthesis of Pediatric Primary Care (3 credits)

PRAG 6840 -Advanced Pediatric Nursing Practicum IV: Synthesis Care (2 credits)

Course Sequence

Students undertake courses in the following sequence.

	Course	Credit
Term 1	Quarter 1 NURS 6003 - Perspectives on Graduate Study for Advanced Nursing Practice	3 credits
Quarter 2	NURS 6501 - Advanced Pathophysiology	5 credits
	NURS 6512 - Advanced Health Assessment and Diagnostic	5

	Reasoning		credits	
Quarter 3	NURS 6521 - Advanced Pharmacology		5	
			credits	
	NURS 6800 - Advanced Pediatric Development and Behavior		5	
			credits	
Quarter 4	NRNP 6810 - Primary Care Approaches for Children*		5	(3 credits
	PRAG 6810-Advanced Pediatric Nursing Practicum I: Primary Care*		2	didactic,
			credits	practicum
			credits)
Quarter 5	NRNP 6820 - Management of Complex Pediatric Conditions*		5	(3 credits
	PRAG 6820 -Advanced Pediatric Nursing Practicum II: Complex Care*		2	didactic,
			credits	practicum
			credits)
Quarter 6	NRNP 6830 - Management of Specialized Populations*		5	(3 credits
	PRAG 6830 -Advanced Pediatric Nursing Practicum III: Specialt Care*		2	didactic,
			credits	practicum
			credits)
Quarter 7	NRNP 6840 - Synthesis of Pediatric Primary Care*		5	(3 credits
	PRAG 6840 -Advanced Pediatric Nursing Practicum IV: Synthesis Care*		2	didactic,
			credits	practicum
			credits)

*Courses must be taken at Walden University.

With the exception of NURS 6003, all didactic courses are 5 quarter credits. All clinical courses are 3 credits didactic and 2 credits clinical practice.

Note on Field Experience and Relocating

Students who are considering relocating are advised to contact their student success advisor prior to any decision to relocate in order to determine how relocation may impact progress in their program. Advisors can provide information and guidance on how relocating may result in possible changes, restrictions, and/or additional requirements affecting field experience. Each Board of Nursing and Higher Education Authority governs the field experience rules and regulations in their respective states, and students may be unable to complete field experience in the state in which they plan to relocate. While Walden is committed to working collaboratively with students to secure field sites across the United States, it is imperative that students contact their student success advisor immediately when considering relocating.

Post-Master's Certificate in Psychiatric Mental Health Nurse Practitioner

This certificate program prepares nurses with an MSN or a nurse practitioner MSN degree with the specialized information, knowledge, and skills to be eligible to take the national NP certification examination appropriate to the specialty and to obtain NP licensure at the state level.

Note on Licensure, Certification, or Other State Credential Necessary to Practice as a Nurse Practitioner

Most states require graduation from a CCNE-accredited nurse practitioner program to be eligible to apply for certification to practice as an NP. However, the requirements for certification as a nurse practitioner vary from state to state. Each state board that is responsible for regulating the practice of nurse practitioners has its own academic requirements and issues its own credential to practice in that state. While Walden University enrollment specialists can provide general information relating to the state-by-state educational requirements for certification, **it remains the student's responsibility to understand, evaluate, and comply with all requirements relating to field education experiences, licensing or certification, authorization or endorsement for the state in which she or he resides.** Walden University makes no representations or guarantee that completion of its coursework or programs will permit an individual to obtain state licensure, certification, authorization, endorsement, or other state credential. Licensure and certification eligibility determinations are ultimately determined by the appropriate state board that issues the credential to practice.

Prospective students enrolling in licensure/certification-leading programs are advised that relocation to another state may impact the student's ability to complete field experiences and/or to obtain professional licensure, certification or other credential in another state. Prospective students are advised to carefully review, evaluate and understand the requirements of the applicable board of nursing or agency that has jurisdiction over Registered Nurses (RNs) and Advance Practice Registered Nurses (APRNs) in the state in which they intend to relocate.

Note on CCNE Accreditation

The Bachelor of Science in Nursing (BSN), master's degree program in nursing (MSN), post-graduate APRN certification program, and Doctor of Nursing Practice (DNP) program at Walden University are accredited by the Commission on Collegiate Nursing Education (www.ccneaccreditation.org).



CCNE Accredited Requirements

- 43 total quarter credits with 640 clinical hours
- Foundation course (3 credits)
- Specialization courses (40 credits)

Core Curriculum

NURS 6003 - Perspectives on Graduate Study for Advanced Nursing Practice (3 credits) NURS 6501 -Advanced Pathophysiology* (5 credits)

- Students may take this as a non-degree course.

NURS 6512 -Advanced Health Assessment and Diagnostic Reasoning* (5 credits)

- Students may take this as a non-degree course.

NURS 6521 -Advanced Pharmacology* (5 credits)

- Students may take this as a non-degree course.

NURS 6630 - Psychopharmacologic Approaches to Treatment of Psychopathology (5 credits) NRNP 6635 - Psychopathology and Diagnostic Reasoning (3 credits)

PRAG 6635 - Psychopathology and Diagnostic Reasoning Practicum (2 credits) NRNP 6645 - Psychotherapy With Multiple Modalities (3 credits)

PRAG 6645 - Psychotherapy With Multiple Modalities Practicum (2 credits)

NRNP 6665 - Psychiatric Mental Health Nurse Practitioner Care Across the Lifespan I (3 credits)

PRAG 6665 - Psychiatric Mental Health Nurse Practitioner Care Across the Lifespan I Practicum (2 credits) NRNP 6675 - Psychiatric Mental Health Nurse Practitioner Care Across the Lifespan II (3 credits)
 PRAG 6675 - Psychiatric Mental Health Nurse Practitioner Care Across the Lifespan II Practicum (2 credits)

Course Sequence

Students undertake courses in the following sequence.

	Course	Credits
Quarter 1	NURS 6003 - Perspectives on Graduate Study for Advanced Nursing Practice	3 credits
Quarter 2	NURS 6501 - Advanced Pathophysiology	5 credits
	NURS 6512 - Advanced Health Assessment and Diagnostic Reasoning	5 credits
Quarter 3	NURS 6521 - Advanced Pharmacology	5 credits
	NURS 6630- Psychopharmacologic Approaches to Treatment of Psychopathology	5 credits
Quarter 4	NRNP 6635 - Psychopathology and Diagnostic Reasoning* PRAG 6635 - Psychopathology and Diagnostic Reasoning Practicum*	5 credits (3 credits didactic, 2 credits practicum)
Quarter 5	NRNP 6645 - Psychotherapy With Multiple Modalities* PRAG 6645 - Psychotherapy With Multiple Modalities Practicum*	5 credits (3 credits didactic, 2 credits practicum)
Quarter 6	NRNP 6665 - Psychiatric Mental Health Nurse Practitioner Care Across the Lifespan I* PRAG 6665 - Psychiatric Mental Health Nurse Practitioner Care Across the Lifespan I Practicum*	5 credits (3 credits didactic, 2 credits practicum)
Quarter 7	NRNP 6675 - Psychiatric Mental Health Nurse Practitioner Care Across the Lifespan II* PRAG 6675 - Psychiatric Mental Health Nurse Practitioner Care Across the Lifespan II Practicum*	5 credits (3 credits didactic, 2 credits practicum)

*Courses must be taken at Walden University.

With the exception of NURS 6003, all didactic courses are 5 quarter credits. All clinical courses are 3 credits didactic and 2 credits clinical practice.

Note on Field Experience and Relocating

Students who are considering relocating are advised to contact their student success advisor prior to any decision to relocate in order to determine how relocation may impact progress in their program. Advisors can provide information and guidance on how relocating may result in possible changes, restrictions, and/or additional requirements affecting field experience. Each Board of Nursing and Higher Education Authority governs the field experience rules and regulations in their respective states, and students may be unable to complete field experience in the state in which they plan to relocate. While Walden is committed to working collaboratively with students to secure field sites across the United States, it is imperative that students contact their student success advisor immediately when considering relocating.

College of Psychology and Community Services

Mission

The College of Psychology and Community Services expands learners' knowledge and expertise within the academic fields of criminal justice, human services, and psychology through collaboration with expert faculty in a graduated, developmental academic process. The College is dedicated to advancing the knowledge base across these disciplines through contributing to industry application and knowledge, while also focusing on practitioner-focused research and professional service.

Vision

The College of Psychology and Community Services endeavors to prepare graduates for inclusive interdisciplinary collaboration to solve societal challenges. The College envisions graduates as contributing to social change in diverse environments using current evidence-based practices and adding their knowledge and experience to better the industry. The College strives to prepare graduates who, through life-long learning, scholarly and community practices, and research, will impact the overall health of diverse individuals, communities, and society by enhancing public safety, improving settings in which individuals and families live and receive needed services, and employing scientific principles to enhance access to needed resources and improve lives.

Programs

Bachelor's Degree Programs

- BS in Criminal Justice
- BS in Human Services
- BS in Psychology

Other Undergraduate Options

- Accelerate into Master's (AIM)
- Undergraduate Minors

Graduate Certificate Programs

- Graduate Certificate in Conflict Management and Negotiation
- Graduate Certificate in Criminal Justice

Master's Degree Programs

- MS in Criminal Justice
- MS in Criminal Justice Leadership and Executive Management
- MS in Forensic Psychology
- MS in Human Services

Post-Master's Certificate Programs

- Post-Master's Online Teaching in Psychology Certificate

Doctoral Degree Programs

- Doctor of Human Services
- PhD in Criminal Justice
- PhD in Forensic Psychology
- PhD in Human Services
- PhD in Psychology

Programs Not Longer Accepting New Students

Bachelor's Degree Programs

- BS in Forensic Psychology (not currently accepting new students)

Post-Doctoral Certificate

- Post-Doctoral Respecialization Certificate (not currently accepting new students)

BS in Criminal Justice

Walden University's BS 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.

Note: The BS in Criminal Justice program is offered in two different learning modalities: the course-based modality and the competency-based modality, Tempo Learning®.

Note on Licensure

Walden's BS in Criminal Justice program is not considered a Professional Peace Officer Education Program for the state of Minnesota and is not designed or intended to prepare graduates for licensure as a peace officer, police officer, or other law enforcement officer in any state.

Learning Outcomes

At the end of the program, students will be able to:

1. Explain concepts, theoretical perspectives, empirical findings, and trends in criminal justice.
2. Demonstrate the ability to apply legal and ethical principles to the criminal justice system.
3. Describe the structure, function, and interaction of key institutions in criminal justice.
4. Discuss the patterns, typologies, and root causes of crime.
5. Apply criminal justice concepts, processes, and practices to social justice and social change.

Course-Based Program

Degree Requirements

- 181 total quarter credits
- General education courses (46 credits)*
- Core courses (45 credits)
- Concentration courses (20 credits)
- Elective courses (65 credits)
- Capstone course (5 credits)

*Review the list of required general education courses by program.

Curriculum

General Education Courses (46 credits)

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

Note: A minimum of 60 quarter credits must be completed at the 3000 or 4000 level in order to meet program requirements. In some cases, this means that students will need to select 3000 or 4000 level courses as either General Education or elective options. Students should consult their student success advisor if they have questions about individual program requirements.

First Term Course

HMNT 1001 - Living and Learning in the Technological World (6 credits)

Core Courses (45 credits)

CRJS 1001 - Contemporary Criminal Justice Systems* (5 credits)

- Students may take this as a non-degree course.
CRJS 2001 - Criminology and Social Control* (5 credits)
- Students may take this as a non-degree course.
CRJS 2002 - Juvenile Delinquency and Justice* (5 credits)
- Students may take this as a non-degree course.
CRJS 2003 - Criminal Law* (5 credits)
- Students may take this as a non-degree course.
CRJS 3001 - Corrections* (5 credits)
- Students may take this as a non-degree course.
CRJS 3002 - Courts and Judicial Process* (5 credits)
- Students may take this as a non-degree course.
CRJS 3003 - Law Enforcement* (5 credits)
- Students may take this as a non-degree course.
CRJS 3004 - Data Analysis for Criminal Justice Professionals* (5 credits)
- Students may take this as a non-degree course.
CRJS 4203 - Introduction to Victimology* (5 credits)

- Students may take this as a non-degree course.

Concentration Courses (20 credits)

These courses are dependent upon the particular concentration. Please see the course list on each concentration page.

+ Specialization in Advanced Topics in Criminal Justice (AIM)

Built in the Accelerate Into Master's (AIM) option, this concentration is for more senior criminal justice professionals who are looking to advance their career by taking graduate-level courses toward receiving their Master's in Criminal Justice.

- 181 total quarter credits
- General education courses (46 credits)*
- Core courses (45 credits)
- Concentration courses (20 credits)
- Elective courses (65 credits)
- Capstone course (5 credits)

*Review the list of required general education courses by program.

Concentration Courses (20 credits)

CRJS 5137 - The Nature of Crime and Criminology (5 credits) CRJS 5203 - Victimology (5 credits)

CRJS 5215 - Controversies in Criminal Justice (5 credits)

CRJS 5511 - Special Populations (5 credits)

Electives (65 credits)

Choose 13 courses from General Education, BS in Criminal Justice, or other Walden bachelor's degree programs. Elective credits should total 65 to meet the program requirements. At least 10 credits must be at the 3000, 4000, or 5000 level. Students may also be eligible to transfer previous credit to meet their elective requirements.

+ Specialization in Corrections and Human Services

Students in this concentration study the potential effects of crime on a community, such as economic instability, drug use, prejudices, and further criminal activity. The Corrections and Human Services concentration focuses on restorative justice: repairing the harm caused by criminal behavior in communities and the need for other options to mass incarceration. This concentration is best suited for those individuals working in or seeking a career in the corrections field.

Degree Requirements

- 181 total quarter credits
- General education courses (46 credits)*
- Core courses (45 credits)
- Concentration courses (20 credits)
- Elective courses (65 credits)
- Capstone course (5 credits)

*Review the list of required general education courses by program. Concentration Curriculum

Concentration Courses (20 credits)

CRJS 4201 - Restorative Justice* (5 credits)

- Students may take this as a non-degree course.

CRJS 4202 - Mobilizing and Coordinating Community Response* (5 credits)

- Students may take this as a non-degree course.

CRJS 4205 - Crisis Intervention (5 credits) CRJS 4206 - Probation and Parole (5 credits)

Electives (65 credits)

Choose 13 courses from General Education, BS in Criminal Justice, or other Walden bachelor's degree programs. Elective credits should total 65 to meet the program requirements. At least 10 credits must be at the 3000, 4000, or 5000 level. Students may also be eligible to transfer previous credit to meet their elective requirements.

+ Specialization in Crime and Criminal Investigation

In this concentration, students explore theories and research that provide cognitive, behavioral, and psychological explanations of criminal behavior. The Crime and Criminal Investigation concentration is ideal for law enforcement officers already working as detectives or those seeking to become investigators and gain the skills needed for promotion up the ranks to sergeant.

Degree Requirements

- 181 total quarter credits
- General education courses (46 credits)*
- Core courses (45 credits)
- Concentration courses (20 credits)
- Elective courses (65 credits)
- Capstone course (5 credits)

*Review the list of required general education courses by program.

Concentration Courses (20 credits)

CRJS 4101 - Criminal Evidence and Investigation* (5 credits)

- Students may take this as a non-degree course.

CRJS 4102 -The Criminal Mind* (5 credits)

- Students may take this as a non-degree course.

CRJS 4103 - Drugs, Gangs, and Organized Crime* (5 credits)

- Students may take this as a non-degree course.

CRJS 4301 - Terrorism* (5 credits)

- Students may take this as a non-degree course.

Electives (65 credits)

Choose 13 courses from General Education, BS in Criminal Justice, or other Walden bachelor's degree programs. Elective credits should total 65 to meet the program requirements. At least 10 credits must be at the 3000, 4000, or 5000 level. Students may also be eligible to transfer previous credit to meet their elective requirements.

+Specialization in Criminal Justice Management and Administration (AIM) Criminal justice leaders

require a deep understanding of their roles as administrators of diverse and complex organizations. Built in the Accelerate Into Master's (AIM) option, the Criminal Justice Management and Administration concentration is for more senior criminal justice

professionals who are looking to advance their career by taking graduate level courses toward receiving their master's. This concentration focuses on aspects of leadership and management, organizational culture, change management, and financial practices crucial to managing scarce funds in the public sector.

Degree Requirements

- 181 total quarter credits
- General education courses (46 credits)*
- Core courses (45 credits)
- Concentration courses (20 credits)
- Elective courses (65 credits)
- Capstone course (5 credits)

*Review the list of required general education courses by program.

Concentration Courses (20 credits)

CRJS 5111 - Information Technology in Criminal Justice* (5 credits)

- Students may take this as a non-degree course.
CRJS 5216 - Criminal Justice Research* (5 credits)
- Students may take this as a non-degree course.
CRJS 5218 - Applied Communication* (5 credits)
- Students may take this as a non-degree course.
CRJS 5400 - Strategic Context of Management and Leadership* (5 credits)
- Students may take this as a non-degree course.

Electives (65 credits)

Choose 13 courses from General Education, BS in Criminal Justice, or other Walden bachelor's degree programs. Elective credits should total 65 to meet the program requirements. At least 10 credits must be at the 3000, 4000, or 5000 level. Students may also be eligible to transfer previous credit to meet their elective requirements.

+ Self-Designed

The Self-Designed concentration allows students to select the best course options in order to tailor the degree to their specific career goals and needs.

Degree Requirements

- 181 total quarter credits
- General education courses (46 credits)*
- Core courses (45 credits)
- Concentration courses (20 credits)
- Elective courses (65 credits)
- Capstone course (5 credits)

*Review the list of required general education courses by program.

Concentration Curriculum

Concentration Courses (20 credits)

Students select four courses from any other BS in Criminal Justice concentration.

Electives (65 credits)

Choose 13 courses from General Education, BS in Criminal Justice, or other Walden bachelor's degree programs. Elective credits should total 65 to meet the program requirements. At least 10 credits must be at the 3000, 4000, or 5000 level. Students may also be eligible to transfer previous credit to meet their elective requirements.

Specializations Not Currently Accepting New Students

+ Specialization in Crime and Criminals (not currently accepting new students)

This program is not currently accepting new students. Current students must complete their programs of study in accordance with Walden's Time-to-Degree Completion policies.

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.

- 181 total quarter credits
- General education (46 credits)
- Core courses (40 credits)
- Concentration courses (15 credits)
- Elective courses (75 credits)
- Capstone course (5 credits)
 - Concentration Courses (15 credits)
 - CRJS 4101 - Criminal Evidence and Investigation* (5 credits)
- Students may take this as a non-degree course.
 - CRJS 4102 - The Criminal Mind* (5 credits)
- Students may take this as a non-degree course.
 - CRJS 4103 - Drugs, Gangs, and Organized Crime* (5 credits)
- Students may take this as a non-degree course.

Electives (75 credits)

Choose 15 courses from General Education, BS in Criminal Justice, or other Walden bachelor's degree programs. At least 15 credits must be at the 3000-4000 level. Elective credits should total 75 to meet the program requirements. Students may also be eligible to transfer previous credit to meet their elective requirements.

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

+ Specialization in Homeland Security (not currently accepting new students)

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.

Degree Requirements

- 181 total quarter credits
- General education (46 credits)
- Core courses (40 credits)
- Concentration courses (15 credits)
- Elective courses (75 credits)
- Capstone course (5 credits)

Concentration Courses (15 credits)

CRJS 4301 - Terrorism* (5 credits)

- Students may take this as a non-degree course.

CRJS 4302 - Critical Incidents and Cross-Agency Coordination* (5 credits)

- Students may take this as a non-degree course.

CRJS 4303 - WMD and Disaster Response* (5 credits)

- Students may take this as a non-degree course.

Electives (75 credits)

Choose 15 courses from General Education, BS in Criminal Justice, or other Walden bachelor's degree programs. At least 15 credits must be at the 3000-4000 level. Elective credits should total 75 to meet the program requirements. Students may also be eligible to transfer previous credit to meet their elective requirements.

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

This program is not currently accepting new students. Current students must complete their programs of study in accordance with Walden's Time-to-Degree Completion policies.

+ Specialization in Human Services for Criminal Justice (not currently accepting new students)

This program is not currently accepting new students. Current students must complete their programs of study in accordance with Walden's Time-to-Degree Completion policies.

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.

Degree Requirements

- 181 total quarter credits
- General education (46 credits)
- Core courses (40 credits)
- Concentration courses (15 credits)
- Elective courses (75 credits)
- Capstone course (5 credits)
 - Concentration Course (15 credits)
 - CRJS 4201 - Restorative Justice* (5 credits)
- Students may take this as a non-degree course.
 - CRJS 4202 - Mobilizing and Coordinating Community Response* (5 credits)
- Students may take this as a non-degree course.
 - CRJS 4203 - Introduction to Victimology* (5 credits)
- Students may take this as a non-degree course.

Electives (75 credits)

Choose 15 courses from General Education, BS in Criminal Justice, or other Walden bachelor's degree programs. At least 15 credits must be at the 3000-4000 level. Elective credits should total 75 to meet the program requirements. Students may also be eligible to transfer previous credit to meet their elective requirements.

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

Electives (65 credits)

Choose 13 courses from General Education, BS in Criminal Justice, or other Walden bachelor's degree programs. Elective credits should total 65 to meet the program requirements. At least 10 credits must be at the 3000, 4000, or 5000 level. Students may also be eligible to transfer previous credit to meet your elective requirements.

Capstone Course (5 credits)

CRJS 4160 - Capstone: Ethics and Diversity in Criminal Justice (5 credits)

Tempo Learning® Program

Tempo Learning® is Walden's competency-based education modality, an alternative way of earning a Walden degree offered for some Walden programs. Instead of courses, the Walden Tempo Learning® program is comprised of competencies and rigorous assessments. Students progress through the Tempo Learning® model by successfully passing competency assessments. A student must successfully achieve or master all competency assessments to graduate from the program.

Students earn the same Walden degree whether they choose the course-based or the competency-based modality.

Degree Requirements

- 180 total quarter credits
- General education courses (45 credits)

- Core competencies (45 credits)
- Concentration courses (20 credits)
- Elective competencies (65 credits)
- Capstone competencies (5 credits)

Curriculum

General Education Courses (45 credits)

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

Note: A minimum of 60 quarter credits must be completed at the 3000 or 4000 level in order to meet program requirements. In some cases, this means that students will need to select 3000- or 4000- level courses as either general education or elective options. Students should consult their student success advisor if they have questions about individual program requirements.

Core Competencies (45 credits)

CRJS 1001 - Contemporary Criminal Justice Systems* (5 credits)

- CJ1001 The Contemporary Criminal Justice System
Analyze roles and responsibilities in an evolving criminal justice system.
- CJ1002 Crime and Reporting
Compare the perception of crime occurrence and crime reporting to address public misconceptions.
- CJ1003 Mental Health and the Criminal Justice System
Differentiate between mental health issues and criminal behavior in criminal justice practice.
- CJ1004 Diversion, Sentencing, and Corrections
Distinguish between diversionary responses to crime, sentencing rationale, and corrections rationale.
- Students may take this as a non-degree course. CRJS 2001 - Criminology and Social Control* (5 credits)
- SG2001 Definitions and Typologies of Crime and Deviation Differentiate between crime and deviance.
- SG2002 Social Control
Analyze forms of social control and their relationships to society and criminal justice.
- SG2003 Theory in Criminology
Compare the application of the classical school and the positivist school of criminological theory in criminal justice practice.
- SG2004 Community Approaches to Social Problems and Law Enforcement
Develop a community-based law enforcement plan to address a community problem.
- Students may take this as a non-degree course.
CRJS 2002 - Juvenile Delinquency and Justice* (5 credits)
- JD2001 The Evolving Definition of Juvenile
Analyze the qualifications for juvenile distinction in the criminal justice system.
- JD2002 Factors That Influence Juvenile Delinquency
Distinguish between biological, psychological, and sociological influences of juvenile delinquency.
- JD2003 Working with Juvenile Offenders

Apply strategies for working with juveniles based on adjudication decisions.

- JD2004 The Criminal Courts and Juvenile Offenders
Recommend an offender to either family and juvenile court or adult criminal court.
- Students may take this as a non-degree course.
CRJS 2003 - Criminal Law* (5 credits)
- LA2001 Criminal Responsibility Under Criminal Law Compare criminal responsibility in varied settings.
- LA2002 Classifications of Defense
Apply classifications of justification in criminal justice settings.
- LA2003 Prosecutorial Roles
Differentiate between prosecutorial roles and decisions in the criminal justice system.
- LA2004 The Role of Jurisdiction and Precedent in Criminal Law
Apply international, federal, state, or local law to criminal justice practice.
- Students may take this as a non-degree course. CRJS 3001 - Corrections* (5 credits)
- CX3001 The History and Evolution of Corrections Systems Analyze the history and evolution of corrections systems.
- CX3002 Corrections Philosophy and Theory
Apply philosophical orientations, concepts, and theories of corrections practice.
- CX3003 Corrections Practice in Institutions
Apply corrections practice and policy recommendations in institutional corrections settings.
- CX3004 Corrections Practice in Communities Develop a community-based corrections plan.
- Students may take this as a non-degree course.
CRJS 3002 - Courts and Judicial Process* (5 credits)
- JP3001 The Judicial System
Analyze factors that contribute to choices and processes in the judicial system.
- JP3002 Roles in the Judicial System
Analyze factors that contribute to choices and processes in the judicial system.
- JP3003 Professional Standards and Ethics
Apply professional standards and ethics to criminal justice practice in the judicial system.
- JP3004 Justice in a Changing Society
Apply diversity and cultural awareness to criminal justice practice in the judicial system.
- Students may take this as a non-degree course.
CRJS 3003 - Law Enforcement* (5 credits)
- LW3001 Law Enforcement History
Compare historical aspects of law enforcement and policing to contemporary criminal justice practice.
- LW3002 Law Enforcement Management and Organizational Structure
Distinguish between local, state, and federal law enforcement agencies in criminal justice practice.
- LW3003 The Use of Power in Law Enforcement
Distinguish between the appropriate uses of power, discretion, and deception in law enforcement practice.
- LW3004 Technology in Law Enforcement

Evaluate the influence of technological innovations in law enforcement.

- Students may take this as a non-degree course.
CRJS 3004 - Data Analysis for Criminal Justice Professionals* (5 credits)
- DA3001 The Role of Research in Criminal Justice
Analyze the application of data driven research and crime analysis.
- DA3002 Foundational Research Methods
Apply data analysis and foundational research methods in criminal justice settings and practice.
- DA3003 Research Tools and Basic Computer Applications in Criminal Justice
Apply tools for management and organization of criminal justice data, databases, and analyses.
- DA3004 Crime Analysis and Geographic Information Systems (GIS) Apply mapping tools for crime analysis.
- Students may take this as a non-degree course.
CRJS 4203 - Introduction to Victimology* (5 credits)
- VT4001 Crime and Victimization Theory
Analyze how victimization theory affects criminal justice practice.
- VT4002 Types of Victims
Analyze how victim type affects crime reporting.
- VT4003 Crime Reporting, Policy, and Victim Roles
Relate methods of crime reporting to victimization policy changes in the criminal justice process.
- VT4004 Resources for Victims
Recommend appropriate resource guidance for crime victims.
- Students may take this as a non-degree course.
Concentration Competencies (20 credits)
These courses are dependent upon the particular concentration. Please see the course list on each concentration page.

+ Concentration in Crime and Criminal Investigation

In this concentration, students explore theories and research that provide cognitive, behavioral, and psychological explanations of criminal behavior. The Crime and Criminal Investigation concentration is ideal for law enforcement officers already working as detectives or those seeking to become investigators and gain the skills needed for promotion up the ranks to sergeant.

Concentration Competencies

CRJS 4101 - Criminal Evidence and Investigation* (5 credits)

- EI4001 Types of Crime Scenes and Evidence Asses a crime scene.
- EI4002 Surveillance Techniques
Compare technological, fixed, and mobile methods of surveillance.
- EI4003 Interview and Interrogation
Differentiate between an interview and an interrogation when used in an ongoing criminal investigation.
- EI4004 Evidence Protection and Preservation
Analyze evidence protection and preservation protocols when used in an ongoing criminal investigation.

- EI4005 Legal and Ethical Implications of Criminal Investigation
Evaluate the legal and ethical implications of evidence collection, surveillance, and interviews/interrogation.
- Students may take this as a non-degree course.
CRJS 4102 - The Criminal Mind* (5 credits)
- TC4001 Foundations of Criminal Behavior Theory
Analyze the cognitive, behavioral, biological, and psychological theories related to criminal behavior.
- TC4002 Causes of Criminal Behavior
Evaluate the broad sociological causes and consequences of crime, deviance, and social control.
- TC4003 Motivations of Criminals
Distinguish between motivations for varied types of crime.
- TC4004 Social Control
Evaluate the social control methods of deterrence and desistance.
- TC4005 Contemporary Issues in Criminal Behavior
Evaluate the applicability of research in criminal behavior to contemporary issues.
- Students may take this as a non-degree course.
CRJS 4103 - Drugs, Gangs, and Organized Crime* (5 credits)
- DG4001 The Scope of Gangs and Organized Crime
Compare the characteristics and motivations of gangs and organized crime.
- DG4002 Gang Membership Identification
Differentiate between street gang, prison gang, outlaw motorcycle gang (OMG), one-percenter, and neighborhood gang.
- DG4003 Growth of Gangs and Trends in Gang Activity
Analyze growth rates and trends in domestic and international gangs.
- DG4004 Costs of Combatting Gang Activity
Assess the resources and costs required for law enforcement to combat criminal organizations and gang activity.
- DG4005 The Roles of Gangs and Law Enforcement in Urban Environments
Recommend strategies for law enforcement to address gang membership in urban areas.
- Students may take this as a non-degree course. CRJS 4301 - Terrorism* (5 credits)
- TR4001 The Causes of Terrorism
Analyze the underlying causes and goals of terrorism.
- TR4002 The History of Terrorism
Analyze the historical evolution of terrorism.
- TR4003 Types of Terrorism
Differentiate between the various forms of international and domestic terrorism.
- TR4004 Social Movements
Analyze how extremist social movements manifest into terrorism.
- TR4005 Responses to Terrorism
Analyze criminal justice responses to terrorism and implications for future practice and policy.
- Students may take this as a non-degree course.

Elective Competencies (65 credits)

Choose 13 courses from General Education, BS in Criminal Justice, or other Walden bachelor's degree programs. Elective credits should total 65 to meet the program requirements. At least 10 credits must be at the 3000, 4000, or 5000 level. Students may also be eligible to transfer previous credit to meet their elective requirements.

Capstone Competencies (5 credits)

CRJS 4160 - Capstone: Ethics and Diversity in Criminal Justice (5 credits)

- DD4001 Ethics in Criminal Justice Issues

Recommend ethical approaches for decision-making, behavior, and policies that address criminal justice issues.

- DD4002 Cultural Diversity in Criminal Justice

Develop a diversity policy to address bias in the criminal justice system.

BS in Human Services

This program prepares students to meet the growing need for qualified professionals who have a broad understanding of human services program development, implementation, and evaluation. Through this curriculum, students gain the practical skills required to assist individuals and communities in crisis. The curriculum comprises courses through which students have the opportunity to develop core human services competencies, including managing and resolving conflict, organizing community resources, and interacting with diverse communities.

Learning Outcomes

Upon completion of the program, students will be able to:

1. Describe the roles of human services professional practitioners.
2. Develop a professional identity as a new human service professional practitioner.
3. Describe how human services related research informs the delivery of culturally sensitive human services.
4. Demonstrate an understanding of the appropriate application of a variety of human services intervention strategies.
5. Communicate with a variety of stakeholders in a professional manner.
6. Demonstrate an ability to determine client needs based on a variety of information.
7. Demonstrate skills necessary to advocate for client needs in order to support positive social change.

Degree Requirements

- 181 total quarter credits
- General education courses (46 credits)
- Core courses (45 credits)
- Concentration courses (30 credits)
- Elective courses (55 credits)
- Capstone course (5 credits)

Curriculum

BS in Human Services students should take HUMN courses when possible.

General Education Courses (46 credits)

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

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

Core Courses (45 credits)

HUMN 1030 - The Human Services Professional Practitioner: The Humanitarian in Practice* (5 credits)

- Students may take this as a non-degree course.

HUMN 2007 - Developing the Helping Relationship* (5 credits)

- Students may take this as a non-degree course.

HUMN 2050 - Understanding Urban Culture and Community Assessment* (5 credits)

- Students may take this as a non-degree course.

HUMN 3010 - Crisis and Positive Intervention* (5 credits)

- Students may take this as a non-degree course.

HUMN 3013 - Person-Centered Planning and Case Management* (5 credits)

- Students may take this as a non-degree course.

HUMN 4003 - Measuring Effectiveness of Human Services Delivery* (5 credits)

- Students may take this as a non-degree course.

HUMN 4009 - Cultural Humility and Diversity* (5 credits)

- Students may take this as a non-degree course.

HUMN 4010 - Mental Health Crisis Response* (5 credits)

- Students may take this as a non-degree course.

HUMN 4020 -Advocacy in the Global Community* (5 credits)

- Students may take this as a non-degree course.

Concentration Courses (30 credits)

These courses are dependent upon the particular concentration. Please see the course list on each concentration page.

✦ Specialization in Addictions

Degree Requirements

- 181 total quarter credits
- General education courses (46 credits)
- Core courses (45 credits)
- Concentration courses (30 credits)
- Elective courses (55 credits)
- Capstone course (5 credits)

Concentration Curriculum

Concentration Courses (30 credits)

HUMN 2008 - Learning (5 credits)

HUMN 2014 - Introduction to Addiction Studies (5 credits) HUMN 3016-Addictions Screen and Assessment (5 credits)

HUMN 3019 - Treatment of Addiction (5 credits)

HUMN 4004 - Brain and Behavior* (5 credits)

- Students may take this as a non-degree course.

HUMN 4011 -Addiction Case Management and Prevention* (5 credits)

Electives (55 credits)

Choose 11 courses from either general education or other Walden bachelor's degree programs. At least one course (5 credits) must be at the 3000-4000 level. Elective credits should total 55 to meet the program requirements. Students may also be eligible to transfer previous credit to meet their elective requirements.

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

+ Specialization in Child and Adolescent Development

The period from childhood to adolescence is a complex time of transformational physical changes as well as important mental and social development. There are many social influences that can affect the attitudes, beliefs, and behaviors of children and adolescents. In the online BS in Human Services Child and Adolescent Development concentration, students will learn the key theories related to the biological and behavioral maturation processes of this age group. They will examine the trends and issues that affect children and adolescents today-including internet use, social media, substance abuse, (cyber) bullying, eating disorders, depression, suicide, and teenage pregnancy.

Degree Requirements

- 181 total quarter credits
- General education courses (46 credits)
- Core courses (45 credits)
- Concentration courses (30 credits)
- Elective courses (55 credits)
- Capstone course (5 credits)

Concentration Curriculum

Concentration Courses (30 credits)

HUMN 3015 - Child and Family Relationships* (5 credits)

- Students may take this as a non-degree course.
HUMN 4030 - Mental Health Crisis Response for Children and Adolescents* (5 credits)
- Students may take this as a non-degree course.
HUMN 4303 - Trends and Issues in School-Age Children* (5 credits)
- Students may take this as a non-degree course.
HUMN 4304 - Trends and Issues in Adolescence* (5 credits)
- Students may take this as a non-degree course.
PSYC 2002 - Human Development: Childhood and Adolescence* (5 credits)
- Students may take this as a non-degree course.
PSYC 2005 - Social Influences on Behavior* (5 credits)
- Students may take this as a non-degree course.
Electives (55 credits)

Choose 11 courses from either general education or other Walden bachelor's degree programs. At least four courses (20 credits) must be at the 3000-4000 level. Elective credits should total 55 to meet the program requirements. Students may also be eligible to transfer previous credit to meet their elective requirements.

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

✦ Specialization in Criminal Justice

In the Criminal Justice concentration, students examine contemporary criminal justice systems in the United States, focusing on the role of law enforcement and other systems of social control. The curriculum provides students with the opportunity to explore the corrections system, research causes of crime, analyze contemporary problems and trends in victimology, and recommend ways to make the system more cost effective, efficient, and streamlined.

Degree Requirements

- 181 total quarter credits
- General education courses (46 credits)
- Core courses (45 credits)
- Concentration courses (30 credits)
- Elective courses (55 credits)
- Capstone course (5 credits)

Concentration Curriculum

Concentration Courses (30 credits)

Choose six courses from those listed below; at least 10 credits must be 3000/4000 level courses:

CRJS 1001 - Contemporary Criminal Justice Systems* (5 credits)

- Students may take this as a non-degree course.
CRJS 2001 - Criminology and Social Control* (5 credits)
- Students may take this as a non-degree course.
CRJS 2002 - Juvenile Delinquency and Justice* (5 credits)
- Students may take this as a non-degree course.
CRJS 2003 - Criminal Law* (5 credits)
- Students may take this as a non-degree course.
CRJS 3001 - Corrections* (5 credits)
- Students may take this as a non-degree course.
CRJS 3002 - Courts and Judicial Process* (5 credits)
- Students may take this as a non-degree course.
CRJS 3003 - Law Enforcement* (5 credits)
- Students may take this as a non-degree course.
CRJS 3004 - Data Analysis for Criminal Justice Professionals* (5 credits)
- Students may take this as a non-degree course. CRJS 4201 - Restorative Justice* (5 credits)
- Students may take this as a non-degree course.
CRJS 4202 - Mobilizing and Coordinating Community Response* (5 credits)

- Students may take this as a non-degree course.
CRJS 4203 - Introduction to Victimology* (5 credits)
- Students may take this as a non-degree course.
PSPA 4010 - Contemporary Legal Debates* (5 credits)

- Students may take this as a non-degree course.
Electives (55 credits)

Choose 11 courses from either general education or other Walden bachelor's degree programs. At least four courses (20 credits) must be at the 3000-4000 level. Elective credits should total 55 to meet the program requirements. Students may also be eligible to transfer previous credit to meet their elective requirements.

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

+ Specialization in Disability Studies

The BS in Human Services Disabilities Studies concentration can empower students to make a profound difference in the lives of people with intellectual and developmental disabilities. Gain a deeper understanding of the nature of disabilities, positive intervention strategies, disability law and policy, advocacy, and how to support individuals and families of those who have a disability. The Disability Studies concentration helps students develop the skills to work with children and adults with disabilities in a variety of settings. The program academically prepares students to seek National Association of Qualified Intellectual Disability Professionals (QIDP) certification.

Degree Requirements

- 181 total quarter credits
 - General education courses (46 credits)
 - Core courses (45 credits)
 - Concentration courses (30 credits)
 - Elective courses (55 credits)
 - Capstone course (5 credits)
- Concentration Curriculum
- Concentration Courses (30 credits)
- HUMN 2004 - Motivation and Emotion* (5 credits)
 - Students may take this as a non-degree course.
HUMN 2015 - Understanding the Ability in Disability* (5 credits)
 - Students may take this as a non-degree course.
HUMN 2016 - Disabilities and Family* (5 credits)
 - Students may take this as a non-degree course.
HUMN 3017 - Proactive Intervention Strategies for People With Disabilities* (5 credits)
 - Students may take this as a non-degree course.
HUMN 3018 -American Sign Language and Communication Behavior* (5 credits)
 - Students may take this as a non-degree course.
HUMN 4015-Advocacy, Policy, and Disability Law* (5 credits)
 - Students may take this as a non-degree course.

Electives (55 credits)

Choose 11 courses from either general education or other Walden bachelor's degree programs. At least four courses (20 credits) must be at the 3000-4000 level. Elective credits should total 55 to meet the program requirements. Students may also be eligible to transfer previous credit to meet their elective requirements.

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

+ Specialization in Leadership and Administration

In the Leadership and Administration concentration, students explore the role of leaders and leadership in the public sector. The curriculum includes an analysis of the principles of public administration, the role of ethics in public leadership, the psychology of leadership, and necessary skills for leaders in the public sector. Through coursework, students have the opportunity to explore many of the questions and issues surrounding the making of public policy.

Degree Requirements

- 181 total quarter credits
- General education courses (46 credits)
- Core courses (45 credits)
- Concentration courses (30 credits)
- Elective courses (55 credits)
- Capstone course (5 credits)

Concentration Curriculum

Concentration Courses (30 credits)

Choose six courses from those listed below:

COMM 4001 - Intercultural Communication* (5 credits)

- Students may take this as a non-degree course.

HUMN 2010 - Introduction to Human Services Administration* (5 credits)

- Students may take this as a non-degree course.

PSPA 2002 - The Making of Public Policy* (5 credits)

- Students may take this as a non-degree course.

PSPA 2030 - Leadership and Volunteerism* (5 credits)

- Students may take this as a non-degree course.

PSPA 3002 - Ethics in Public Leadership* (5 credits)

- Students may take this as a non-degree course.

PSPA 4020 - New Skills for Leaders in the Public Sector* (5 credits)

- Students may take this as a non-degree course.

PSYC 3009 - Psychology of Leadership* (5 credits)

- Students may take this as a non-degree course.

Electives (55 credits)

Choose 11 courses from either general education or other Walden bachelor's degree programs. At least four courses (20 credits) must be at the 3000-4000 level. Elective credits should total 55 to meet the program requirements. Students may also be eligible to transfer previous credit to meet their elective requirements.

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

+ Specialization in Psychology

Students in this concentration examine the ways that biology, society, multiculturalism, race, and ethnicity influence human behavior, focusing on the influence of global trends on individual and group conduct. Through a variety of course assignments, students apply what they learn to case studies and real-life examples. The curriculum includes cross-cultural psychology, racial and ethnic identities, methods of psychological inquiry, and global perspectives in psychology.

Degree Requirements

- 181 total quarter credits
- General education courses (46 credits)
- Core courses (45 credits)
- Concentration courses (30 credits)
- Elective courses (55 credits)
- Capstone course (5 credits)

Concentration Curriculum

Concentration Courses (30 credits)

Choose six courses from those listed below:

PSYC 1001 - Introduction to Psychology* (5 credits)

- Students may take this as a non-degree course.

PSYC 2001 - Cross-Cultural Psychology* (5 credits)

- Students may take this as a non-degree course.

PSYC 3002 - Introduction to Basic Statistics* (5 credits)

- Students may take this as a non-degree course.

PSYC 3003 - Methods in Psychological Inquiry* (5 credits)

- Students may take this as a non-degree course.

PSYC 3005 - Racial and Ethnic Identities* (5 credits)

- Students may take this as a non-degree course.

PSYC 3007 - Influence and Persuasion* (5 credits)

- Students may take this as a non-degree course.

PSYC 4006 - Global Perspectives in Psychology* (5 credits)

- Students may take this as a non-degree course.

Electives (55 credits)

Choose 11 courses from either general education or other Walden bachelor's degree programs. At least four courses (20 credits) must be at the 3000-4000 level. Elective credits should total 55 to meet the program requirements. Students may also be eligible to transfer previous credit to meet their elective requirements.

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

+ Specialization in Self-Designed

In this concentration, students create their own curriculum to best meet their areas of interest. Students may select six courses from the other concentrations in the BS in Human Services program. Possible course selections include Methods of Psychological Inquiry, Criminology and Social Control, Criminal Law, Social Influences on Behavior, Psychology of Gender, Social Change in the Community, and Ethics in Public Leadership.

Degree Requirements

- 181 total quarter credits
- General education courses (46 credits)
- Core courses (45 credits)
- Concentration courses (30 credits)
- Elective courses (55 credits)
- Capstone course (5 credits)

Concentration Curriculum

Concentration Courses (30 credits)

Students choose six courses from any other BS in Human Services concentrations. Two courses (10 credits) must be at the 3000-4000 level.

Electives (55 credits)

Choose 11 courses from either general education or other Walden bachelor's degree programs. At least four courses (20 credits) must be at the 3000-4000 level. Elective credits should total 55 to meet the program requirements. Students may also be eligible to transfer previous credit to meet their elective requirements.

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

Specialization Not Currently Accepting New Students

✦ Specialization in Courts and the Legal System (not currently accepting new students)

This program is not currently accepting new students. Current students must complete their programs of study in accordance with Walden's Time-to-Degree Completion policies.

In this concentration, students examine the U.S. legal system, including criminal and civil law, the courts, and judicial process. Students gain a broad understanding of how the legal system functions in an increasingly complex and diverse society. Through coursework, students investigate the factors that contribute to juvenile delinquency and the concept of juvenile justice. They also learn strategies for restorative justice, focusing on repairing the harm caused by criminal behavior to victims and communities.

Degree Requirements

- 181 total quarter credits
- General education courses (46 credits)
- Core courses (45 credits)
- Concentration courses (30 credits)
- Elective courses (55 credits)
- Capstone course (5 credits)

Concentration Curriculum **Concentration Courses (30 credits)** Choose six courses

from those listed below:

CRJS 2002 - Juvenile Delinquency and Justice* (5 credits)

- Students may take this as a non-degree course.

CRJS 2003 - Criminal Law* (5 credits)

- Students may take this as a non-degree course.

CRJS 3002 - Courts and Judicial Process* (5 credits)

- Students may take this as a non-degree course.

CRJS 3004 - Data Analysis for Criminal Justice Professionals* (5 credits)

- Students may take this as a non-degree course.

CRJS 4201 - Restorative Justice* (5 credits)

- Students may take this as a non-degree course.

CRJS 4202 - Mobilizing and Coordinating Community Response* (5 credits)

- Students may take this as a non-degree course.

Electives (55 credits)

Choose 11 courses from either general education or other Walden bachelor's degree programs. Elective credits should total 55 to meet the program requirements. Students may be eligible to transfer previous credit to meet their elective requirements.

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

+ Specialization in Cultural Studies (not currently accepting new students)

This program is not currently accepting new students. Current students must complete their programs of study in accordance with Walden's Time-to-Degree Completion policies.

Through this concentration, students explore methods for interpreting behavior and communicating more effectively in a multicultural world. Students examine culturally diverse values and social attitudes, and they determine how such principles and perspectives shape experiences and relationships. The curriculum comprises courses focused on the influences of gender, race, ethnicity, and sexual orientation on school-age children; methods to overcome challenges in cross-cultural situations; and evaluations of psychological issues from a global rather than a domestic perspective.

Degree Requirements

- 181 total quarter credits
- General education courses (46 credits)
- Core courses (45 credits)
- Concentration courses (30 credits)
- Elective courses (55 credits)
- Capstone course (5 credits)

Concentration Curriculum

Concentration Courses (30 credits)

Choose six courses from those listed below:

COMM 4001 - Intercultural Communication* (5 credits)

- Students may take this as a non-degree course.
EDUC 4301 - School-Age Children and Adolescence in a Multicultural Society* (5 credits)
- Students may take this as a non-degree course.
PSPA 3040 - Global Social Justice* (5 credits)
- Students may take this as a non-degree course.
PSYC 2001 - Cross-Cultural Psychology* (5 credits)
- Students may take this as a non-degree course.
PSYC 3005 - Racial and Ethnic Identities* (5 credits)
- Students may take this as a non-degree course.
PSYC 3006 - Psychology of Gender* (5 credits)
- Students may take this as a non-degree course.
PSYC 4006 - Global Perspectives in Psychology* (5 credits)
- Students may take this as a non-degree course.
Electives (55 credits)

Choose 11 courses from either general education or other Walden bachelor's degree programs. Elective credits should total 55 to meet the program requirements. Students may also be eligible to transfer previous credit to meet their elective requirements.

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

+ Specialization in Global Social Justice and Civic Engagement (not currently accepting new students)

This program is not currently accepting new students. Current students must complete their programs of study in accordance with Walden's Time-to-Degree Completion policies.

Through the Global Social Justice and Civic Engagement concentration, students examine the social benefits and complexities that result from globalization. They also identify the major challenges to peace and sustainability in the global environment as well as effective strategies for producing positive social change. Through coursework, students focus on social entrepreneurship, the significance of volunteerism, and the importance of organizations dedicated to promoting social justice throughout the world.

Degree Requirements

- 181 total quarter credits
- General education courses (46 credits)
- Core courses (45 credits)
- Concentration courses (30 credits)
- Elective courses (55 credits)
- Capstone course (5 credits)

Concentration Curriculum Concentration Courses (30 credits) Choose six courses from those listed below:

COMM 4001 - Intercultural Communication* (5 credits)

- Students may take this as a non-degree course.
PSPA 2030 - Leadership and Volunteerism* (5 credits)
- Students may take this as a non-degree course.
PSPA 3040 - Global Social Justice* (5 credits)
- Students may take this as a non-degree course.
PSPA 4030 - Communication for Social Change* (5 credits)
- Students may take this as a non-degree course.
PSYC 4006 - Global Perspectives in Psychology* (5 credits)
- Students may take this as a non-degree course.
Electives (55 credits)

Choose 11 courses from either general education or other Walden bachelor's degree programs. At least 20 elective credits must be at the 3000-4000 level. Elective credits should total 55 to meet the program requirements. Students may also be eligible to transfer previous credit to meet their elective requirements.

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

Electives (55 credits)

Electives are dependent upon the particular concentration. Please see the elective requirements on each concentration page.

Capstone Course (5 credits)

HUMN 4920 - Capstone* (5 credits)

- Students may take this as a non-degree course.

BS in Psychology

Build a gratifying career and become a positive force in people's lives. You want more than just a job

-you want a meaningful career. Build the foundation for a rewarding future with our online BS in Psychology program.

Explore the latest psychology concepts, research, and theories, and gain the skills to help others improve their lives.

Note on Licensure

The BS in Psychology is not a licensure program and does not prepare an individual to become a licensed psychology or counseling professional.

Learning Outcomes

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

1. Demonstrate familiarity with the major concepts, theoretical perspectives, empirical findings, and historical trends in psychology.
2. Understand and apply basic research methods in psychology, including research design and data analysis and interpretation.
3. Respect and use critical and creative thinking, skeptical inquiry, and, when possible, a scientific approach to solve problems related to behavior and mental processes.

4. Understand and apply psychological principles to personal, social, and organizational issues.
5. Tolerate ambiguity, act ethically, and reflect other values that are the underpinnings of psychology as a science serving a global society.
6. Apply cultural competencies to effective and sensitive interactions with people from diverse backgrounds and cultural perspectives.

Degree Requirements

- 181 total quarter credit hours
- General education courses (46 credits)
- Core courses (35 credits)
- Concentration courses (25-35 credits, depending on concentration)
- Psychology elective courses (10-20 credits, depending on concentration)
- Elective courses (45-65 credits, depending on concentration)

Curriculum

General Education Courses (46 credits)

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

Core Courses (35 credits)

PSYC 2000 - Psychology Seminar (5 credits)

PSYC 2001 - Cross-Cultural Psychology* (5 credits)

- Students may take this as a non-degree course.
PSYC 2005 - Social Influences on Behavior* (5 credits)
 - Students may take this as a non-degree course.
PSYC 2009 - Theories of Personality* (5 credits)
 - Students may take this as a non-degree course.
PSYC 3002 - Introduction to Basic Statistics* (5 credits)
 - Students may take this as a non-degree course.
PSYC 3003 - Methods in Psychological Inquiry* (5 credits)
 - Students may take this as a non-degree course.
PSYC 4010 - Psychology Capstone (5 credits)
- Concentration Courses (25-35 credits)

These courses are dependent upon the particular concentration. Please see the course list on each concentration page.

✦ Accelerate Into Master's (AIM)

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

The BS in Psychology includes AIM as a concentration option.

Degree Requirements

- 181 total quarter credit hours (182 credits for MS CMHC AIM selection)
- General education courses (46 credits)
- Core courses (35 credits)
- Concentration courses (25 credits; 26 credits, for MS CMHC AIM selection)
- Psychology elective courses (20 credits)
- Elective courses (55 credits)

Concentration Curriculum

Concentration Courses (25 credits; 26 credits for MS CMHC AIM selection)

Students select a minimum of 10 quarter credits of AIM courses from specific AIM programs along with courses from the BS in Psychology program concentrations.

Eligible MS programs for the BS in Psychology AIM concentration are as follows:

- Master of Business Administration
- Master of Healthcare Administration
- Master of Public Administration
- MS in Clinical Mental Health Counseling
- MS in Criminal Justice
- MS in Criminal Justice Leadership and Executive Management
- MS in Developmental Psychology
- MS in Forensic Psychology
- MS in Health Education and Promotion
- MS in Human and Social Services
- MS in Industrial and Organizational Psychology
- MS in Nonprofit Management and Leadership
- MS in Psychology

Psychology Electives (20 credits)

Choose any four 3000-level or 4000-level PSYC courses that are not used to meet other program requirements.

Electives (55 credits)

Choose 11 courses from General Education, BS in Psychology, or other Walden bachelor's degree programs. At least three courses must be at the 3000, 4000, or 5000 level. Elective credits should total 55 to meet the program requirements. Students may also be eligible to transfer previous credit to meet their elective requirements.

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

✦ Specialization in Addiction

Addiction can take many forms. Individuals today are coping with addictions to a variety of substances and activities, including alcohol, drugs, gambling, pornography, shopping, and self-injury. Managing addiction involves more than just identifying available treatment options. Uncovering the internal and external behaviors that cause these disorders is critical to helping individuals who suffer from them.

Through the Addiction concentration, students can explore current theories about what causes individuals to develop addictive behavior and what can be done to prevent it. They focus on substance abuse education, study prevention and treatment methods, and discover the factors that put some people at a higher risk of addiction. This concentration can also help students earn some of the hours they need to pursue an addiction counselor certification.

Degree Requirements

- 181 total quarter credit hours
- General education courses (46 credits)
- Core courses (35 credits)
- Concentration courses (30 credits)
- Psychology elective courses (20 credits)
- Elective courses (50 credits)

Concentration Curriculum

Concentration Courses (30 credits)

PSYC 2008 - Learning* (5 credits)

- Students may take this as a non-degree course.
PSYC 2014 - Introduction to Addiction Studies* (5 credits)
- Students may take this as a non-degree course.
PSYC 3016 -Addiction Screening and Assessment* (5 credits)
- Students may take this as a non-degree course.
PSYC 3019 - Treatment of Addiction* (5 credits)
- Students may take this as a non-degree course.
PSYC 4002 - Brain and Behavior* (5 credits)
- Students may take this as a non-degree course.
PSYC 4011 -Addiction Case Management and Prevention* (5 credits)
- Students may take this as a non-degree course.

Psychology Elective Courses (20 credits)

Choose any four 3000-level or 4000-level PSYC courses that are not used to meet other program requirements.

Electives (50 credits)

Choose 10 courses from General Education, BS in Psychology, or other Walden bachelor's degree programs, or Accelerate Into Master's courses. At least one course must be at the 3000, 4000, or 5000 level. Elective credits should total 50 to meet the program requirements. Students may also be eligible to transfer previous credit to meet their elective requirements.

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

+ Specialization in Child and Adolescent Development

Every day, children and adolescents deal with tough situations that can have a critical impact on their lives and development. This age group often faces serious issues, such as bullying, drug and alcohol abuse, eating disorders, strained relationships with parents, and school pressures. The Child and Adolescent Development concentration explores the cognitive, physical, and socioemotional development of school-age children and adolescents. By focusing on childhood and adolescence

in psychology, students can learn strategies for working with these age groups in a variety of settings to address the challenging issues they face today.

Degree Requirements

- 181 total quarter credit hours
- General education courses (46 credits)
- Core courses (35 credits)
- Concentration courses (25 credits)
- Psychology elective courses (20 credits)
- Elective courses (55 credits)

Concentration Curriculum

Concentration Courses (25 credits)

PSYC 2002 - Human Development: Childhood and Adolescence* (5 credits)

- Students may take this as a non-degree course.

PSYC 2008 - Learning* (5 credits)

- Students may take this as a non-degree course.

PSYC 2012 - Development and Pop Culture* (5 credits)

- Students may take this as a non-degree course.

PSYC 3006 - Psychology of Gender* (5 credits)

- Students may take this as a non-degree course.

PSYC 3014 - Developmental Psychopathology* (5 credits)

- Students may take this as a non-degree course.

Psychology Elective Courses (20 credits)

Select four courses (20 credits) of 3000-level or 4000-level PSYC courses that are not used to meet other program requirements.

Electives (55 credits)

Choose eleven courses from General Education, BS in Psychology, or other Walden bachelor's degree programs, or Accelerate Into Master's course. At least four courses must be at the 3000, 4000, or 5000 level. Elective credits should total 55 to meet the program requirements. Students may also be eligible to transfer previous credit to meet their elective requirements.

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

✦ Specialization in Criminal Justice

Through the Criminal Justice concentration, students will explore the criminal mind and theories of criminal behavior from the serial killer to the terrorist. They will learn the cognitive, behavioral and psychological explanations of criminal behavior. Students will also discover and analyze the types of victimization and how to work with victims of crime.

Degree Requirements

- 181 total quarter credit hours
- General education courses (46 credits)
- Core courses (35 credits)

- Concentration courses (30 credits)
- Psychology elective courses (20 credits)
- Elective courses (50 credits)
 - Concentration Curriculum
 - Concentration Courses (30 credits)
 - PSYC 3001 - Cognitive Psychology (5 credits) PSYC 3004 - Psychological Disorders* (5 credits)
- Students may take this as a non-degree course.
 - Choose four:
 - CRJS 2001 - Criminology and Social Control* (5 credits)
- Students may take this as a non-degree course.
 - CRJS 3010 - Profiling Serial and Mass Murderers* (5 credits)
- Students may take this as a non-degree course.
 - CRJS 4102 -The Criminal Mind* (5 credits)
- Students may take this as a non-degree course.
 - CRJS 4201 - Restorative Justice* (5 credits)
- Students may take this as a non-degree course.
 - CRJS 4202 - Mobilizing and Coordinating Community Response* (5 credits)
- Students may take this as a non-degree course.
 - CRJS 4203 - Introduction to Victimology* (5 credits)
- Students may take this as a non-degree course.
 - Psychology Elective Courses (20 credits)
 - Choose any four 3000-level or 4000-level PSYC courses that are not used to meet other program requirements.
 - Electives (50 credits)
 - Choose 10 courses from General Education, BS in Psychology, or other Walden bachelor's degree programs, or Accelerate Into Master's courses. At least four courses must be at the 3000, 4000, or 5000 level. Elective credits should total 50 to meet the program requirements. Students may also be eligible to transfer previous credit to meet their elective requirements.

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

✦ Specialization in Forensic Psychology

How can students make an impact on the criminal justice system by using their knowledge of human behavior and psychology? In the Forensic Psychology concentration, students will develop a new perspective on the application of psychological principles, questions of the law that may be relevant to legal proceedings, and other vital areas.

Degree Requirements

- 181 total quarter credits*
- General education courses (46 credits)
- Core courses (35 credits)
- Concentration courses (30 credits)
- Psychology elective courses (15 credits)

- Elective courses (55 credits)
 - Concentration Curriculum
 - Concentration Courses (30 credits)
 - PSYC 2101 - Introduction to Forensic Psychology* (5 credits)
- Students may take this as a non-degree course.
 - PSYC 3004 - Psychological Disorders* (5 credits)
- Students may take this as a non-degree course.
 - PSYC 4110 - Forensic Evaluation (5 credits)
 - PSYC 4920 -Applications of Forensic Psychology (5 credits)
- Choose two of the four courses below:
 - CRJS 3002 - Courts and Judicial Process* (5 credits)
- Students may take this as a non-degree course.
 - OR
 - CRJS 4102 - The Criminal Mind* (5 credits)
- Students may take this as a non-degree course.
 - OR
 - CRJS 4201 - Restorative Justice* (5 credits)
- Students may take this as a non-degree course.
 - OR
 - CRJS 4203 - Introduction to Victimology* (5 credits)
- Students may take this as a non-degree course.
 - Psychology Elective Courses (15 credits)
 - Choose any three 3000-level or 4000-level PSYC courses that are not used to meet other program requirements.
 - Elective Courses (55 credits)
 - Choose 11 courses from General Education, BS in Psychology, Criminal Justice, or other Walden bachelor's degree programs, or Accelerate Into Master's courses. At least three courses must be at the 3000, 4000, or 5000 level. Elective credits should total 55 to meet the program requirements.

Students may also be eligible to transfer previous credit to meet their elective requirements.

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

+ Specialization in General Psychology

In this concentration, students will gain a solid foundation and knowledge of psychological principles and practices that relate to many different occupations. The curriculum helps students build on the ability to relate to all types of people, while increasing understanding of life in a complex world.

Degree Requirements

- 181 total quarter credit hours
- General education courses (46 credits)
- Core courses (35 credits)
- Concentration courses (25 credits)

- Psychology elective courses (10 credits)
- Elective courses (65 credits)
 - Concentration Curriculum
 - Concentration Coursework (25 credits; 5 credits must be at the 3000 or 4000 level) Individual and Society (Choose one)
 - PSYC 3005 - Racial and Ethnic Identities* (5 credits)
- Students may take this as a non-degree course.
 - PSYC 3006 - Psychology of Gender* (5 credits)
- Students may take this as a non-degree course.
 - PSYC 4006 - Global Perspectives in Psychology* (5 credits)
- Students may take this as a non-degree course.
 - PSYC 4008 - Intergroup Conflict and Peace Building* (5 credits)
- Students may take this as a non-degree course.
 - Experimental (Choose one)
 - PSYC 2004 - Motivation and Emotion* (5 credits)
- Students may take this as a non-degree course.
 - PSYC 2008 - Learning* (5 credits)
- Students may take this as a non-degree course.
 - PSYC 3001 - Cognitive Psychology (5 credits) PSYC 4002 - Brain and Behavior* (5 credits)
- Students may take this as a non-degree course.
 - Developmental (Choose one)
 - PSYC 2002 - Human Development: Childhood and Adolescence* (5 credits)
- Students may take this as a non-degree course.
 - PSYC 2003 - Human Development: Adulthood* (5 credits)
- Students may take this as a non-degree course.
 - Applied Psychology (Choose two; one must be 3000 or 4000 level)
 - PSYC 2014 - Introduction to Addiction Studies (5 credits) PSYC 2100 - Workplace Psychology* (5 credits)
- Students may take this as a non-degree course.
 - PSYC 2101 - Introduction to Forensic Psychology* (5 credits)
- Students may take this as a non-degree course.
 - PSYC 3004 - Psychological Disorders* (5 credits)
- Students may take this as a non-degree course.
 - PSYC 3007 - Influence and Persuasion* (5 credits)
- Students may take this as a non-degree course.
 - PSYC 3009 - Psychology of Leadership* (5 credits)
- Students may take this as a non-degree course.
 - Psychology Elective Courses (10 credits)
 - Choose any two 3000-level or 4000-level PSYC courses that are not used to meet other program requirements.
 - Electives (65 credits; 30 credits must be from 3000, 4000, or 5000 level coursework)

Choose 13 courses from General Education, BS in Psychology, or other Walden bachelor's degree programs, or Accelerate Into Master's courses. Six courses (30 credits) must be from 3000, 4000, or 5000 level coursework.

Elective credits should total 65 to meet the program requirements. Students may also be eligible to transfer previous credit to meet their elective requirements.

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

+ Specialization in Human Services for Psychology

The focus of the Human Services concentration is on building the skills that students need to create meaningful and positive changes in their communities. By understanding and applying the latest psychological principles and research findings, students learn ways to address many of the challenges-including poverty, drug addiction, and domestic violence-facing individuals today.

Students have an opportunity to learn how to work effectively with families, social services agencies, and nonprofit organizations to implement solutions that improve the quality of life for others. Through their coursework, students examine best practices for crisis intervention, conflict mediation, and case management. This concentration prepares students for settings that promote the well-being of individuals and serve clients through advocacy and policymaking.

Degree Requirements

- 181 total quarter credit hours
- General education courses (46 credits)
- Core courses (35 credits)
- Concentration courses (30 credits)
- Psychology elective courses (20 credits)
- Elective courses (50 credits)

Concentration Curriculum

Concentration Courses (30 credits)

HUMN 1030 - The Human Services Professional Practitioner: The Humanitarian in Practice* (5 credits)

- Students may take this as a non-degree course.
HUMN 2007 - Developing the Helping Relationship* (5 credits)
- Students may take this as a non-degree course.
HUMN 3010 - Crisis and Positive Intervention* (5 credits)
- Students may take this as a non-degree course.
HUMN 3013 - Person-Centered Planning and Case Management* (5 credits)
- Students may take this as a non-degree course.
HUMN 4010 - Mental Health Crisis Response* (5 credits)
- Students may take this as a non-degree course.
PSYC 2002 - Human Development: Childhood and Adolescence* (5 credits)
- Students may take this as a non-degree course.
OR
PSYC 2003 - Human Development: Adulthood* (5 credits)
- Students may take this as a non-degree course.

Psychology Elective Courses (20 credits)

Choose any four 3000-level or 4000-level PSYC courses that are not used to meet other program requirements.

Electives (50 credits)

Choose 10 courses from General Education, BS in Psychology, or other Walden bachelor's degree programs, or Accelerate Into Master's courses. At least four courses must be at the 3000, 4000, or 5000 level. Elective credits should total 50 to meet the program requirements. Students may also be eligible to transfer previous credit to meet their elective requirements.

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

+ Specialization in Workplace Psychology

In this concentration, students will explore industrial and organizational psychology, in which professionals apply psychology principles to the workplace. The Industrial and Organizational Psychology concentration prepares students to address 21st-century workplace challenges, from basic performance analysis to leadership principles to legal and ethical matters.

Degree Requirements

- 181 total quarter credit hours
- General education courses (46 credits)
- Core courses (35 credits)
- Concentration courses (25 credits)
- Psychology elective courses (10 credits)
- Elective courses (65 credits)

Concentration Curriculum

Concentration Courses (25 credits)

BUSI 1002 - Introduction to Management* (5 credits)

- Students may take this as a non-degree course.

PSYC 2004 - Motivation and Emotion* (5 credits)

- Students may take this as a non-degree course.

PSYC 2100 - Workplace Psychology (5 credits) PSYC 3009 - Psychology of Leadership* (5 credits)

- Students may take this as a non-degree course.

MGMT 4401 - Management and Organizational Behavior* (5 credits)

- Students may take this as a non-degree course.

Psychology Elective Courses (10 credits)

Choose any two 3000-level or 4000-level PSYC courses that are not used to meet other program requirements.

Elective Courses (65 credits)

Choose 13 courses from General Education, BS in Psychology, or other Walden bachelor's degree programs, or Accelerate Into Master's courses. At least six courses must be at the 3000, 4000, or 5000 level. Elective credits should total 65 to meet the program requirements. Students may also be eligible to transfer previous credit to meet their elective requirements.

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

Specializations Not Currently Accepting New Students

+ Specialization in Applied Psychology (not currently accepting new students)

This program is not currently accepting new students. Current students must complete their programs of study in accordance with Walden's Time-to-Degree Completion policies.

For individuals in the helping professions who want to gain knowledge in psychology or help prepare themselves for an advanced degree, the Applied Psychology concentration provides a foundation.

Students will learn about psychological development at all stages of life, study the most common psychological disorders and keys to effective diagnoses, and improve their abilities in research, statistics, and data analysis.

Degree Requirements

- 181 total quarter credit hours
- General education courses (46 credits)
- Core courses (35 credits)
- Concentration courses (25 credits)
- Psychology elective courses (10 credits)
- Elective courses (65 credits)

Concentration Curriculum

Concentration Courses (25 credits)

PSYC 2002 - Human Development: Childhood and Adolescence* (5 credits)

- Students may take this as a non-degree course.

OR

PSYC 2003 - Human Development: Adulthood* (5 credits)

- Students may take this as a non-degree course.

AND

PSYC 3001 - Cognitive Psychology* (5 credits)

- Students may take this as a non-degree course.

PSYC 3004 - Psychological Disorders* (5 credits)

- Students may take this as a non-degree course.

Choose two:

PSYC 2004 - Motivation and Emotion* (5 credits)

- Students may take this as a non-degree course.

PSYC 4002 - Brain and Behavior* (5 credits)

- Students may take this as a non-degree course.

Psychology Elective Courses (10 credits)

Choose two of the four courses listed below or any two 3000-level, 4000-level, or 5000-level courses in the School of Psychology.

PSYC 3005 - Racial and Ethnic Identities* (5 credits)

- Students may take this as a non-degree course.

PSYC 3006 - Psychology of Gender* (5 credits)

- Students may take this as a non-degree course.

PSYC 3007 - Influence and Persuasion* (5 credits)

- Students may take this as a non-degree course.

PSYC 4006 - Global Perspectives in Psychology* (5 credits)

- Students may take this as a non-degree course.

Electives (65 credits)

Choose 13 courses from General Education, BS in Psychology, or other Walden bachelor's degree programs, or Accelerate Into Master's course. At least four courses must be at the 3000, 4000, or 5000 level. Elective credits should total 65 to meet the program requirements. Students may also be eligible to transfer previous credit to meet their elective requirements.

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

+ Specialization in Preparation for Graduate Studies (not currently accepting new students)

This program is not currently accepting new students. Current students must complete their programs of study in accordance with Walden's Time-to-Degree Completion policies.

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.

Degree Requirements

- 181 total quarter credit hours
- General education courses (46 credits)
- Core courses (35 credits)
- Concentration courses (25 credits)
- Psychology elective courses (10 credits)
- Elective courses (65 credits)

Concentration Curriculum

Concentration Courses (25 credits)

PSYC 2002 - Human Development: Childhood and Adolescence* (5 credits)

- Students may take this as a non-degree course.

PSYC 2003 - Human Development: Adulthood* (5 credits)

- Students may take this as a non-degree course.

PSYC 2005 - Social Influences on Behavior* (5 credits)

- Students may take this as a non-degree course.

PSYC 3001 - Cognitive Psychology (5 credits)

PSYC 4002 - Brain and Behavior* (5 credits)

- Students may take this as a non-degree course.

Psychology Elective Courses (10 credits)

Choose two of the four courses listed below or any two 3000-level, 4000-level, or 5000-level courses in the School of Psychology

PSYC 3005 - Racial and Ethnic Identities* (5 credits)

- Students may take this as a non-degree course.

PSYC 3006 - Psychology of Gender* (5 credits)

- Students may take this as a non-degree course.

PSYC 3007 - Influence and Persuasion* (5 credits)

- Students may take this as a non-degree course.

PSYC 4006 - Global Perspectives in Psychology* (5 credits)

- Students may take this as a non-degree course.

Electives (65 credits)

Choose 13 courses from general education, BS in Psychology, or other Walden bachelor's degree programs, or Accelerate Into Master's courses. At least four courses must be at the 3000, 4000, or 5000 level. Elective credits should total 65 to meet the program requirements. Students may also be eligible to transfer previous credit to meet their elective requirements.

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

Psychology Elective Courses (10-20 credits)

Psychology elective courses are dependent upon the particular concentration. Please see the requirements on each concentration page.

Electives (40-65 credits)

Electives are dependent upon the particular concentration. Please see the elective requirements on each concentration page.

Graduate Certificate in Conflict Management and Negotiation

In a constantly changing world, there's a growing need for professionals skilled in the areas of negotiation and dispute resolution. The focus of this certificate is on providing the core competencies to meet that need for those who interact within organizations, communities, and governments.

Students will explore current theory and best practices and gain the essential skills to help negotiate and resolve disputes within communities.

Certificate Curriculum (20 cr.)

HUMN 6702 - Introduction to the Dynamics of Conflict and Negotiation (5 credits) HUMN 6742 - Conflict, Conflict Resolution, and Peace (5 credits)

HUMN 6405 - Ethics and Social Justice (5 credits) HUMN 6204 - Intergroup Relations (5 credits)

Graduate Certificate in Criminal Justice

In this certificate program, students focus their understanding of key issues confronting the American criminal justice system, as well as policy analysis and the contemporary decision-making models. This certificate is designed for criminal justice professionals in policing, the courts, corrections, security, and associated support agencies.

Students must meet the master's program admission requirements. Credit from courses taken for a certificate can be applied toward the Master of Public Administration or the MS 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 8- is not acceptable.

Certificate Requirements

- 18 total quarter credits
- Foundation course (3 credits)
- Core courses (15 credits)

Curriculum

Foundation Course (3 credits)

CRJS 6002 - Foundations of Graduate Study (3 credits)

Certificate Courses (15 credits)

CRJS 6137 - The Nature of Crime and Criminology (5 credits) CRJS 6215 - Controversies in Criminal Justice* (5 credits)

- Students may take this as a non-degree course.
CRJS 6217 - Technological Solutions and 21st-Century Crime* (5 credits)
- Students may take this as a non-degree course.

Course Sequence

The recommended course sequence is as follows:

Quarter	Cours	Credits
Quarter 1	CRJS 6002 - Foundations of Graduate Study	3 credits
	CRJS 6137 - The Nature of Crime and Criminology	5 credits
Quarter 2	CRJS 6215 - Controversies in Criminal Justice	5 credits
	CRJS 6217 - Technological Solutions and 21st-Century Crime	5 credits

MS in Criminal Justice

Walden University's MS in Criminal Justice program will prepare students to effectively work within criminal justice agencies, governmental organizations, and the private sector. The programs comprise a core of contemporary theory and practice as well as the study of national and international issues in the administration of criminal justice. This includes the intersections of management of local, state, and federal criminal justice systems. Thus, it provides the ability to practically apply knowledge and skills that will impact society. With a unique blend of criminal behavioral theory, human services, technology, homeland security, and management, the program will provide students with critical 21st- century skills.

Note: The MS in Criminal Justice program is offered in two different learning modalities: the course-based modality and the competency-based modality, Tempo Learning®.

Learning Outcomes

At the end of the program, students will be able to:

1. Utilize theory and research to analyze historical trends and current perspectives in criminal justice.
2. Use research to evaluate factors related to crime and the impact of crime on criminal justice policies, practices, and procedures.
3. Evaluate the impact of U.S. constitutional policy and procedures on the criminal justice system.
4. Analyze the impact of the criminal justice process on victims and perpetrators.
5. Synthesize principles from criminal justice theories, processes, and practices to promote social justice and positive social change.
6. Compare the structural functions and interactions of law enforcement, courts, and corrections within the criminal justice system at the local, state, and federal level.
7. Discuss how criminal justice laws and policies are adopted, implemented, and evaluated.

Course-Based Program

Degree Requirements

- General Program: 48 total quarter credits
- Foundation course (3 credits)
- Core courses (25 credits)
- Specialization courses (15 credits)
- Capstone course (5 credits)

Curriculum

Foundation Course (3 credits)

CRJS 6002 - Foundations of Graduate Study (3 credits)

Core Courses (25 credits)

CRJS 6137 - The Nature of Crime and Criminology (5 credits) CRJS 6215 - Controversies in Criminal Justice* (5 credits)

- Students may take this as a non-degree course.
CRJS 6216 - Criminal Justice Research* (5 credits)
- Students may take this as a non-degree course.
CRJS 6511 - Special Populations* (5 credits)
- Students may take this as a non-degree course.
Specialization Courses (15 credits)

These courses are dependent upon the particular specialization. Please see the course list on each specialization page.

For the General program, choose any three Criminal Justice specialization courses.

+ Specialization in Behavioral Sciences

Students explore the research and various theories that aim to answer the "why" behind criminal behavior. Coursework examines psychological issues that can spur acts of violent crime, as well as the etiology of sexual offender behavior and sex offender typology and treatment.

Specialization Courses (15 credits)

CRJS 6136 - Criminal Behavior (5 credits)

CRJS 6201 - Psychological Aspects of Violent Crime (5 credits) CRJS 6204 - Sex Offender Behavior and Treatment (5 credits)

Course Sequence

The recommended course sequence is as follows:

Quarter	Course	Credits
1	CRJS 6002 - Foundations of Graduate Study	3 credits
	CRJS 6137 - The Nature of Crime and Criminology	5 credits
Quarter	CRJS 6215 - Controversies in Criminal Justice	5 credits
	CRJS 6216 - Criminal Justice Research	5 credits
Quarter	CRJS 6511 - Special Populations	5 credits
	CRJS 6203 - Victimology	5 credits
Quarter	CRJS 6136 - Criminal Behavior	5 credits
	CRJS 6201 - Psychological Aspects of Violent Crime	5 credits
Quarter	CRJS 6204 - Sex Offender Behavior and Treatment	5 credits
	CRJS 6910 - Capstone: Criminal Justice Ethics and Social Justice	5 credits

+ Specialization in Cybercrimes

Students learn how technology is used in the commission of various crimes such as child sexual exploitation, cyberstalking, cyberbullying, and human trafficking. Understand these phenomena within the context of social psychology, media, and the effects of cybercrime on the community.

Specialization Courses (15 credits)

CRJS 6245 - Social Psychology (5 credits)

CRJS 6217 - Technological Solutions and 21st-Century Crime* (5 credits)

- Students may take this as a non-degree course.

CRJS 6205 - Psychological Aspect of Cybercrimes (5 credits)

Course Sequence

The recommended course sequence is as follows:

Quarter	Course	Credits
1	CRJS 6002 - Foundations of Graduate Study	3 credits
	CRJS 6137 - The Nature of Crime and Criminology	5 credits
Quarter	CRJS 6215 - Controversies in Criminal Justice	5 credits
	CRJS 6216 - Criminal Justice Research	5 credits
Quarter	CRJS 6511 - Special Populations	5 credits
	CRJS 6203 - Victimology	5 credits
Quarter	CRJS 6245 - Social Psychology	5 credits
	CRJS 6217 - Technological Solutions and 21st-Century Crime	5 credits
Quarter	CRJS 6205 - Psychological Aspect of Cybercrimes	5 credits
	CRJS 6910 - Capstone: Criminal Justice Ethics and Social Justice	5 credits

+ Specialization in Emergency Management

The emergency situations faced in today's complex environment call for a new leadership approach. This specialization offers emergency response professionals the skills to lead, manage, and motivate others during emergencies; to build confident and capable teams; and to address challenging ethical situations that may arise during the course of duty.

Specialization Courses (15 credits)

CRJS 6100 - Critical Issues in Emergency Management* (5 credits)

- Students may take this as a non-degree course.

CRJS 6200 - Risk Assessment, Preparedness, and Disaster Mitigation* (5 credits)

- Students may take this as a non-degree course.
CRJS 6300 - Disaster Response and Recovery* (5 credits)
- Students may take this as a non-degree course.

Course Sequence

The recommended course sequence is as follows:

Quarter	Course	Credits
1	Quarter CRJS Foundations of Graduate Study	3 credits
	6002 - CRJS The Nature of Crime and Criminology	5 credits
Quarter	6137 - CRJS Controversies in Criminal Justice	5 credits
	6215 - CRJS Criminal Justice Research	5 credits
Quarter	6216 - CRJS Special Populations	5 credits
	6511 - CRJS Victimology	5 credits
Quarter	6203 - CRJS Critical Issues in Emergency Management	5 credits
	6100 - CRJS Risk Assessment, Preparedness, and Disaster Mitigation	5 credits
Quarter	6200 - CRJS Disaster Response and Recovery	5 credits
	6300 - CRJS Capstone: Criminal Justice Ethics and Social Justice	5 credits
	6910 -	

+ Specialization in Homeland Security Policy and Coordination

Man-made and natural disasters alike have brought homeland security issues to the forefront of public policy. This specialization provides students the opportunity to explore the implementation of protective measures and policies that do not compromise individual rights and freedoms, as well as collaboration between public security agencies. This specialization also focuses on various approaches to the National Incident Management System (NIMS) and other dynamics of homeland security issues.

Specialization Courses (15 credits)

CRJS 6830 - Current Issues in Homeland Security* (5 credits)

- Students may take this as a non-degree course.

CRJS 6831 - Critical Incident Leadership and Planning* (5 credits)

- Students may take this as a non-degree course.

CRJS 6832 - Terrorism: Legislation and Policy* (5 credits)

- Students may take this as a non-degree course.

Course Sequence

Students undertake courses in the following sequence.

Quarter	Course	Credits
Quarter	CRJS 6002 -	Foundations of Graduate Study 3 credits
	CRJS 6137 -	The Nature of Crime and Criminology 5 credits
Quarter	CRJS 6215 -	Controversies in Criminal Justice 5 credits
	CRJS 6216 -	Criminal Justice Research 5 credits
Quarter	CRJS 6511 -	Special Populations 5 credits
	CRJS 6203 -	Victimology 5 credits
Quarter	CRJS 6830 -	Current Issues in Homeland Security 5 credits
	CRJS 6831 -	Critical Incident Leadership and Planning 5 credits

Quarter	Course	Credits
5	Quarter CRJS 6832 - Terrorism: Legislation and Policy	5 credits
	CRJS 6910 - Capstone: Criminal Justice Ethics and Social Justice	5 credits

+ Specialization in International/Global Criminal Justice

Students gain skills and knowledge that are essential to operating effectively in regions seeking to develop and modernize. Students also learn about the roles of strategic planning, management, and leadership in public and nonprofit entities and methods to facilitate timely and effective decision making in uncertain circumstances. Coursework in this specialization also examines how community problems are analyzed and the practices and interventions that can enhance sustainability.

Specialization Courses (15 credits)

CRJS 6202 - Human Trafficking (5 credits)

CRJS 6207 - Comparative, International, and Global Justice* (5 credits)

- Students may take this as a non-degree course.

CRJS 6741 - Psychology of Terrorism* (5 credits)

Course Sequence

Students undertake courses in the following sequence.

Quarter	Course	Credits
1	Quarter CRJS 6002 - Foundations of Graduate Study	3 credits
	CRJS 6137 - The Nature of Crime and Criminology	5 credits
Quarter	CRJS 6215 - Controversies in Criminal Justice	5 credits
	CRJS 6216 - Criminal Justice Research	5 credits
Quarter	CRJS 6511 - Special Populations	5 credits
	CRJS 6203 - Victimology	5 credits
Quarter	CRJS 6202 - Human Trafficking	5 credits
	CRJS 6207 - Comparative, International, and Global Justice	5 credits
Quarter	CRJS 6741 - Psychology of Terrorism	5 credits
	CRJS 6910 - Capstone: Criminal Justice Ethics and Social Justice	5 credits

+ Specialization in Law and Public Policy

Legal decisions and the law have a significant impact on the creation of public policy. Students discover the relationships between law and public policy and access vital legal knowledge available to public policy practitioners. Students gain a solid background in legal concepts, cases, and current trends that provide them with a head start if they decide to pursue a law degree or if they encounter legal questions in their workplace.

Specialization Courses (15 credits)

CRJS 6810 - Fundamentals of Law and Public Policy* (5 credits)

- Students may take this as a non-degree course.

CRJS 6811 - Legal Research for Policy Practitioners* (5 credits)

- Students may take this as a non-degree course.

CRJS 6812 - Contemporary Cases and Issues in the Courts* (5 credits)

- Students may take this as a non-degree course.

Course Sequence

Students undertake courses in the following sequence.

Quarter	Course	Credits
1	CRJS 6002 - Foundations of Graduate Study	3 credits
	CRJS 6137 - The Nature of Crime and Criminology	5 credits
Quarter	CRJS 6215 - Controversies in Criminal Justice	5 credits
	CRJS 6216 - Criminal Justice Research	5 credits
Quarter	CRJS 6511 - Special Populations	5 credits
	CRJS 6203 - Victimology	5 credits
Quarter	CRJS 6810 - Fundamentals of Law and Public Policy	5 credits
	CRJS 6811 - Legal Research for Policy Practitioners	5 credits
Quarter	CRJS 6812 - Contemporary Cases and Issues in the Courts	5 credits
	CRJS 6910 - Capstone: Criminal Justice Ethics and Social Justice	5 credits

✦ Specialization in Public Management and Leadership

With unprecedented fiscal challenges and rising performance expectations facing public and nonprofit institutions, managers must be prepared to apply core business principles to improve the efficiencies and effectiveness of their organizations. In this specialization, students apply a systems perspective as they develop strategies for organizational change

in the public organization of their choice. Students discover how transformative change occurs in complex public systems and learn to use the language of leadership to motivate, inspire, and competently lead their organization and shape public policy.

Specialization Courses (15 credits)

CRJS 6400 - Strategic Context of Management and Leadership (5 credits) CRJS 6111 - Informational Technology in Criminal Justice (5 credits) CRJS 6218 -Applied Communications* (5 credits)

- Students may take this as a non-degree course.

Course Sequence

Students undertake courses in the following sequence.

Quarter	Course	Credits
1	CRJS Foundations of Graduate Study	3 credits
	6002 - The Nature of Crime and Criminology	5 credits
	CRJS 6137 -	
Quarter	CRJS Controversies in Criminal Justice	5 credits
	6215 - Criminal Justice Research	5 credits
Quarter	CRJS Special Populations	5 credits
	6511 - Victimology	5 credits
	CRJS 6203 -	
Quarter	CRJS Strategic Context of Management and Leadership	5 credits
	6400 - Informational Technology in Criminal Justice	5 credits
Quarter 5	CRJS 6111 -	
	CRJS 6218 - Applied Communications	5 credits
	CRJS 6910 - Capstone: Criminal Justice Ethics and Social Justice	5 credits

+ Specialization in Terrorism, Mediation, and Peace

The threat of terrorism is a constant concern prompting a continuing focus on preventing and resolving terrorist attacks. In this specialization, students study the immediate and long-term implications of anti-terrorist legislation and policies. Students examine how terrorism policies are drafted and enforced while analyzing the ethical issues related to human rights and the psychology of terrorism. They study the effects of disaster, crisis, and trauma and the appropriate interventions for individuals

and groups. Students have the opportunity to explore the roots of international and domestic terrorism, the catalysts and motivations for terrorist acts, and how media and technology may aid or counter terrorist activities.

Specialization Courses (15 credits)

CRJS 6742 - Conflict, Conflict Resolution, and Peace (5 credits) CRJS 6743 - Criminal Justice Strategies for Terrorism (5 credits) CRJS 6741 - Psychology of Terrorism* (5 credits)

Course Sequence

Students undertake courses in the following sequence.

Quarter	Course	Credits
1	CRJS 6002 - Foundations of Graduate Study	3 credits
	CRJS 6137 - The Nature of Crime and Criminology	5 credits
2	CRJS 6215 - Controversies in Criminal Justice	5 credits
	CRJS 6216 - Criminal Justice Research	5 credits
3	CRJS 6511 - Special Populations	5 credits
	CRJS 6203 - Victimology	5 credits

Quarter	Course	Credits
4	CRJS 6742 - Conflict, Conflict Resolution, and Peace	5 credits
	CRJS 6743 - Criminal Justice Strategies for Terrorism	5 credits
Quarter	CRJS 6741 - Psychology of Terrorism	5 credits
	CRJS 6910 - Capstone: Criminal Justice Ethics and Social Justice	5 credits

Capstone Course (5 credits)

CPSY 6910 - Master's Internship II (3 credits)

Course Sequence

The recommended course sequence is as follows:

Quarter	Cours	Credits
Quarter 1	CRJS 6002 - Foundations of Graduate Study	3 credits
	CRJS 6137 - The Nature of Crime and Criminology	5 credits
Quarter 2	CRJS 6215 - Controversies in Criminal Justice	5 credits
	CRJS 6216 - Criminal Justice Research	5 credits
Quarter 3	CRJS 6511 - Special Populations	5 credits
	CRJS 6203 - Victimology	5 credits
Quarter 4	Specialization Course 1	5 credits
	Specialization Course 2	5 credits
Quarter 5	Specialization Course 3	5 credits
	CRJS 6910 - Capstone: Criminal Justice Ethics and Social Justice	5 credits

Tempo Learning® Program

Tempo Learning® is Walden's competency-based education modality, an alternative way of earning a Walden degree offered for some Walden programs. Instead of courses, the Walden Tempo Learning® program is comprised of competencies and rigorous assessments. Students progress through the Tempo Learning® model by successfully passing competency assessments. A student must successfully achieve or master all competency assessments to graduate from the program.

Students earn the same Walden degree whether they choose the course-based or the competency-based modality.

Degree Requirements

- 48 total quarter credits
- Foundation course (3 credits)
- Core courses (25 credits)
- Specialization courses (15 credits)
- Capstone course (5 credits)
 - Core Curriculum
 - Foundation Competencies (3 credits)
 - CRJS 6002 - Foundations of Graduate Study (3 credits)
- FD001 Professional Goals Identify professional goals.
- FD002 Introduction to Criminal Justice Research Summarize criminal justice research.
- FD003 Social Change
 - Identify time management skills.
 - Core Competencies (25 credits)
 - CRJS 6137 - The Nature of Crime and Criminology (5 credits)
- NC001 Foundations of Criminal Theories and Practices
 - Demonstrate an understanding of foundational theories and practices in criminology.
- NC002 Contemporary Views and Theories of Criminal Behavior Explain contemporary views and theories of criminal behavior.
- NC003 Criminal Profiling
 - Apply theories of criminal profiling and groups.
- NC004 Ethics in Corrections
 - Promote ethical incarceration practices and treatment of offenders.
- NC005 Rehabilitation
 - Promote diversion, reentry, probation and parole, and rehabilitation treatment programs.
 - CRJS 6215 - Controversies in Criminal Justice* (5 credits)
- CO001 Contemporary Policies and Practices
 - Interpret U.S. legal policies and practices related to the criminal justice system.
- CO002 Issues in Criminal Justice
 - Demonstrate knowledge of policies and practices related to contemporary issues challenging the criminal justice system.
- CO003 Media
 - Evaluate the influence of media and/or social media on crime and criminal justice.
- CO004 Corrections Reform Policy
 - Develop a corrections reform policy by applying knowledge of the history, theory, practice, and the legal environment of the reentry process.
- Students may take this as a non-degree course.
 - CRJS 6216 - Criminal Justice Research* (5 credits)
- RS001 Root Causes of Crime
 - Explain root causes of crime from data.

- RS002 Impact of Crime on Communities Analyze the impact of crime on communities.
- RS003 Research Methodologies
Apply qualitative and quantitative research methods for conducting and analyzing criminal justice/criminology research.
- Students may take this as a non-degree course. COUN 6511 - Treatment of Forensic Populations* (5 credits)
- Students may take this as a non-degree course.
CRJS 6203 - Victimology* (5 credits)
- VC001 Impact of Crime on Individuals and Communities
Apply principles of victimology to address its causes and effects and promote social change.
- VC002 Criminology Theory
Analyze biological, psychological, social, and structural variables that contribute to offender and victim typologies.
- VC003 Community Work
Demonstrate the ability to work with the community and public forums.
- VC004 Victim Services
Demonstrate an understanding of types of services and supports available to victims.
- Students may take this as a non-degree course.

Specialization Competencies (15 credits)

✦ Specialization in Public Management and Leadership

With unprecedented fiscal challenges and rising performance expectations facing public and nonprofit institutions, managers must be prepared to apply core business principles to improve the efficiencies and effectiveness of their organizations. In this specialization, students apply a systems perspective as they develop strategies for organizational change in the public organization of their choice. Students discover how transformative change occurs in complex public systems and learn to use the language of leadership to motivate, inspire, and competently lead their organization and shape public policy.

Specialization Competencies (15 credits)

CRJS 6400 - Strategic Context of Management and Leadership (5 credits)

- LR001 Strategic Leadership
Demonstrate strategic thinking, leadership, and management skills.
- LR002 Community Engagement
Design community-based crime reduction initiatives using partnerships and shared power.
- LR003 Applying Data and Statistics
Use data and statistics to support evaluation and improvement of criminal justice services, policies, and practices.
- LR004 Program Evaluation Methods
Design program evaluation methods for shared-leadership collaborative justice initiatives.
CRJS 6111 - Informational Technology in Criminal Justice (5 credits)
- IT001 Data Management
Use records and data management systems appropriate for 21st-century criminal justice organizations to protect and gather evidence.
- IT002 Applying Legal Standards and Procedures

Use knowledge of criminal law, criminal procedures, and court procedures to inform decision-making to build criminal cases and prosecute criminals.

- IT003 Applying Technology

Use technology to track and apprehend criminals.

CRJS 6218 -Applied Communications* (5 credits)

- AC001 Emotional Intelligence

Demonstrate leadership, conflict resolution, and management skills.

- AC002 Leadership

Demonstrate emotional intelligence.

- AC003 Communication

Apply communication skills to interviews, negotiations, and information gathering.

- Students may take this as a non-degree course.

Capstone Competency (5 credits)

CRJS 6910 - Capstone: Criminal Justice Ethics and Social Justice (5 credits)

- ES001 Ethics and Social Justice

Demonstrate the ability to make recommendations for applying laws, policies, professional standards, and codes of ethics in complex and ambiguous social justice situations.

MS in Criminal Justice Leadership and Executive Management

The MS in Criminal Justice program will prepare students to effectively work within criminal justice agencies, governmental organizations, and the private sector. The specializations comprise a core of contemporary theory and practice as well as the study of national and international issues in the administration of criminal justice. This includes the intersections of management of local, state, and federal criminal justice systems. Thus, the program provides students the opportunity to practically apply knowledge and skills that will impact society. With a unique blend of criminal behavioral theory, human services, technology, homeland security, and management, the program will provide students with critical 21st-century skills.

Learning Outcomes

At the end of the program, students will be able to:

1. Utilize theory and research to analyze historical trends and current perspectives in criminal justice.
2. Use research to evaluate factors related to crime and the impact of crime on criminal justice policies, practices, and procedures.
3. Evaluate the impact of US constitutional policy and procedures on the criminal justice system.
4. Analyze the impact of the criminal justice process on victims and perpetrators.
5. Synthesize principles from criminal justice theories, processes, and practices to promote social justice and positive social change.
6. Compare the structural functions and interactions of law enforcement, courts, and corrections within the criminal justice system at the local, state, and federal level.
7. Discuss how criminal justice laws and policies are adopted, implemented, and evaluated.
8. Evaluate the management philosophies used in managing human resources in criminal justice organizations.

9. Discuss the leadership skills needed for working with diverse populations.

Degree Requirements

- General Program: 48 total quarter credits
- Foundation course (3 credits)
- Core courses (40 credits)
- Capstone course (5 credits)

Curriculum

Foundation Course (3 credits)

CRJS 6002 - Foundations of Graduate Study (3 credits)

Core Courses (40 credits)

CRJS 6137 - The Nature of Crime and Criminology (5 credits) CRJS 6215 - Controversies in Criminal Justice* (5 credits)

- Students may take this as a non-degree course.
CRJS 6216 - Criminal Justice Research* (5 credits)
- Students may take this as a non-degree course.
CRJS 6218 -Applied Communications* (5 credits)
- Students may take this as a non-degree course.
CRJS 6420 - Organizational Management and Leadership* (5 credits)
- Students may take this as a non-degree course.
CRJS 6431 - Finance and Budgeting for the Public Sector* (5 credits)
- Students may take this as a non-degree course.
CRJS 6435 - Human Resource Management: Building a Capable Workforce* (5 credits)
- Students may take this as a non-degree course.
CRJS 6465 - Strategic Planning: Collaboration, Cooperation, and Coordination* (5 credits)
- Students may take this as a non-degree course.
Capstone Course (5 credits)
CRJS 6910 - Capstone: Criminal Justice Ethics and Social Justice (5 credits)

Course Sequence

Students undertake courses in the following sequence.

Quarter	Course	Credits
Quarter 1	CRJS 6002 - Foundations of Graduate Study	3 credits
	CRJS 6137 - The Nature of Crime and Criminology	5 credits
Quarter 2	CRJS 6215 - Controversies in Criminal Justice	5 credits
	CRJS 6420 - Organizational Management and Leadership	5 credits
Quarter 3	CRJS 6216 - Criminal Justice Research	5 credits
	CRJS 6465 - Strategic Planning: Collaboration, Cooperation, and Coordination	5 credits
Quarter 4	CRJS 6431 - Finance and Budgeting for the Public Sector	5 credits
	CRJS 6435 - Human Resource Management: Building a Capable Workforce	5 credits
Quarter 5	CRJS 6218 - Applied Communications	5 credits
	CRJS 6910 - Capstone: Criminal Justice Ethics and Social Justice	5 credits

MS in Forensic Psychology

Walden University's MS 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 MS in Forensic Psychology is not a licensure program and does not prepare an individual to become a licensed psychology professional.

Learning Outcomes

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

1. Analyze the role of psychology within the legal system.
2. Promote social change through application of advanced psychological concepts/principles within forensic settings.
3. Analyze the principles of research design as applied to forensic psychology research.

4. Distinguish the professional roles and responsibilities that are unique to the practice of forensic psychology.
5. Explain relevant ethical codes (e.g., APA and Specialty Guidelines for Forensic Psychologists) used in forensic work settings.
6. Apply psychological theories relevant to criminal behavior in forensic psychology settings.
7. Explain the assessment elements (psychological assessment, risk assessment, psychological reports) used within forensic psychology settings.

Degree Requirements

- 48 total quarter credits (including 45 credits completed at Walden)
- Foundation course (3 credits)
- Core courses (25 credits)
- Specialization courses (15 credits)
- Capstone (5 credits)

Curriculum

Foundation Course (3 credits)

FPSY 6002 - Foundations of Graduate Studies in Psychology* (3 credits)

- Students may take this as a non-degree course.

Core Courses (25 credits)

FPSY 6102 - Intersection of Crime, Psychology, and the Law* (5 credits)

- Students may take this as a non-degree course.

FPSY 6720 -Abnormal Behavior* (5 credits)

- Students may take this as a non-degree course.

FPSY 6135 - Criminal Behavior* (5 credits)

- Students may take this as a non-degree course.

FPSY 6115 - Understanding Forensic Psychology Research* (5 credits)

- Students may take this as a non-degree course.

FPSY 6126 - Understanding Violence, Risk, and Threat Assessment (5 credits)

Specialization Courses (15 credits)

These courses are dependent upon the particular specialization. Please see the course list on each specialization page.

+ General Program

Gain a broad understanding of the forensic psychology field and how its principles are applied in a range of settings from correctional institutions to court systems to community-based programs. In this specialization, select electives that will build your knowledge of how forensic psychology professionals work within the legal system and in community-based programs with an emphasis on preventing and reducing criminal behavior.

Specialization Courses (15 credits)

FPSY 6201 - Psychological Aspects of Violent Crime (5 credits) FPSY 6202 - Criminal Investigative Analysis and Profiling (5 credits) FPSY 6203 - Victimology (5 credits)

Students undertake courses in the following sequence.

Quarter	Course	Credits
1	FPSY 6002 - Foundations of Graduate Studies in Psychology	3 credits
	FPSY 6102 - Intersection of Crime, Psychology, and the Law	5 credits
Quarter	FPSY 6720 - Abnormal Behavior	5 credits
	FPSY 6135 - Criminal Behavior	5 credits
Quarter	FPSY 6115 - Understanding Forensic Psychology Research	5 credits
	FPSY 6126 - Understanding Violence, Risk, and Threat	5 credits
Assessment		
Quarter	FPSY 6201 - Psychological Aspects of Violent Crime	5 credits
	FPSY 6202 - Criminal Investigative Analysis and Profiling	5 credits
Quarter	FPSY 6203 - Victimology	5 credits
	FPSY 6393 - Capstone OR FPSY 6915 - Field Experience	5 credits

+ Specialization in Criminal Justice Self-Designed

Students gain a broad understanding of the intersection between forensic psychology and criminal justice fields. The Criminal Justice Self-Designed specialization allows students to create a unique learning program to deepen their understanding of forensic psychology as well as focusing on criminal justice practice and theory. In this specialization, they select electives that will build their knowledge of how forensic psychology professionals, criminal justice practitioners, and victim advocates work together.

Specialization Courses (15 credits)

Students may choose any three courses from the specialization courses listed below: FPSY 6137 - The Nature of Crime and Criminology (5 credits)

FPSY 6215 - Controversies in Criminal Justice (5 credits)

FPSY 6510 - Special Populations (5 credits) FPSY 6203 - Victimology (5 credits)

FPSY 6300 - Disaster Response and Recovery (5 credits)

FPSY 6100 - Critical Issues in Emergency Management (5 credits) FPSY 6813 - Fundamentals of Law and Public Policy (5 credits)

FPSY 6812 - Contemporary Cases and Issues in the Courts (5 credits)

Course Sequence

The recommended course sequence is as follows:

Quarter	Course	Credits
1	FPSY 6002 - Foundations of Graduate Studies in Psychology	3 credits
	FPSY 6102 - Intersection of Crime, Psychology, and the Law	5 credits
Quarter	FPSY 6720 - Abnormal Behavior	5 credits

	FPSY 6135 - Criminal Behavior	5 credits
Quarter	FPSY 6115 - Understanding Forensic Psychology Research	5 credits
	FPSY 6126 - Understanding Violence, Risk, and Threat	5 credits
	Assessment	
Quarter	Elective	5 credits
	Elective	5 credits
Quarter	Elective	5 credits
	FPSY 6393 - Capstone OR FPSY 6915 - Field Experience	5 credits

+ Specialization in Cybercrimes

Through the courses in this specialization, students will examine victim and offender behavior within the online environment. Students explore how technology is used in the commission of various crimes to include child sexual exploitation, child pornography, cyberstalking, cyberbullying, and human trafficking. Students can understand these phenomena within the context of social psychology, media, and the effects of cybercrimes on the community.

Specialization Courses (15 credits)

FPSY 6245 - Social Psychology* (5 credits)

- Students may take this as a non-degree course.

FPSY 6217 - Technological Solutions and 21st Century Crime (5 credits) FPSY 6205 - Psychological Aspect of Cyber Crimes (5 credits)

Course Sequence

The recommended course sequence is as follows:

Quarter	Course	Credits
1	FPSY 6002 - Foundations of Graduate Studies in Psychology	3 credits
	FPSY 6102 - Intersection of Crime, Psychology, and the Law	5 credits
Quarter	FPSY 6720 - Abnormal Behavior	5 credits
	FPSY 6135 - Criminal Behavior	5 credits
Quarter	FPSY 6115 - Understanding Forensic Psychology Research	5 credits
	FPSY 6126 - Understanding Violence, Risk, and Threat	5 credits
	Assessment	
Quarter	FPSY 6245 - Social Psychology	5 credits
	FPSY 6217 - Technological Solutions and 21st Century Crime	5 credits
Quarter	FPSY 6205 - Psychological Aspect of Cyber Crimes	5 credits
	FPSY 6393 - Capstone OR FPSY 6915 - Field Experience	5 credits

+ Specialization in Family Violence

In today's society, the media often highlight acts of family violence that are unimaginable. Students examine criminal behavior to include intimate partner violence, child abuse, maternal and paternal filicide, and elderly abuse within this specialization. They will gain insights into the unique aspects of the intrafamilial crimes and how these impact the individual's role within the family.

Specialization Courses (15 credits)

FPSY 6206 - Family Violence (5 credits)

FPSY 6512 - Juvenile Justice, Delinquency, and Development* (5 credits)

- Students may take this as a non-degree course.

FPSY 6203 - Victimology (5 credits)

Course Sequence

Students undertake courses in the following sequence.

Quarter	Course	Credits
1	FPSY 6002 - Foundations of Graduate Studies in Psychology	3 credits
	FPSY 6102 - Intersection of Crime, Psychology, and the Law	5 credits
Quarter	FPSY 6720 - Abnormal Behavior	5 credits
	FPSY 6135 - Criminal Behavior	5 credits
Quarter	FPSY 6115 - Understanding Forensic Psychology Research	5 credits
	FPSY 6126 - Understanding Violence, Risk, and Threat	5 credits
Assessment		
Quarter	FPSY 6206 - Family Violence	5 credits
	FPSY 6512 - Juvenile Justice, Delinquency, and Development	5 credits
Quarter	FPSY 6203 - Victimology	5 credits
	FPSY 6393 - Capstone OR FPSY 6915 - Field Experience	5 credits

⊕ Specialization in Legal Issues in Forensic Psychology

In today's complex legal system, forensic psychology professionals constantly provide their expertise on issues that intersect psychology and the law. Students explore probation and parole services, corrections, and the interaction in the criminal justice system. In this specialization, students explore the many ways they can interact with the court system as they gain a basic understanding of expert testimony, jury selection, and eyewitness testimony.

Specialization Courses (15 credits)

FPSY 6202 - Criminal Investigative Analysis and Profiling (5 credits) FPSY 6522 - Forensic Psychology in the Legal System (5 credits)

FPSY 6910 - Legal Issues and Social Change in Forensic Psychology (5 credits)

Course Sequence

Students undertake courses in the following sequence.

Quarter	Course	Credits
1	FPSY 6002 - Foundations of Graduate Studies in Psychology	3 credits
	FPSY 6102 - Intersection of Crime, Psychology, and the Law	5 credits
Quarter	FPSY 6720 - Abnormal Behavior	5 credits
	FPSY 6135 - Criminal Behavior	5 credits
3	FPSY 6115 - Understanding Forensic Psychology Research	5 credits
	FPSY 6126 - Understanding Violence, Risk, and Threat Assessment	5 credits
Quarter	FPSY 6522 - Forensic Psychology in the Legal System	5 credits
	FPSY 6202 - Criminal Investigative Analysis and Profiling	5 credits

Quarter	Course	Credits
Quarter	FPSY 6912 - Mental Health Law	5 credits
5	FPSY 6393 - Capstone OR FPSY 6915 - Field Experience	5 credits

+ Specialization in Military

Active military personnel and combat veterans face a variety of emotional challenges brought on by frequent relocations, separation from family, and experiences at war. In some instances, the strain of combat-related stress can lead to substance abuse, homelessness, or other social issues. The courses in this elective cluster help students develop an understanding of military culture and the short- and long-term effects of post-traumatic stress disorder. They also will have an opportunity to gain a deeper understanding of how family members are affected by a loved one's combat-related experiences.

Specialization Courses (15 credits)

FPSY 6404 - Military Culture* (5 credits)

- Students may take this as a non-degree course.

FPSY 6401 - Trauma, Crisis, and Stress with Military Personnel (5 credits) FPSY 6333 - Vicarious Trauma and Compassion Fatigue (5 credits)

Course Sequence

Students undertake courses in the following sequence.

Quarter	Course	Credits
1	FPSY 6002 - Foundations of Graduate Studies in Psychology	3 credits
	FPSY 6102 - Intersection of Crime, Psychology, and the Law	5 credits
Quarter	FPSY 6720 - Abnormal Behavior	5 credits
	FPSY 6135 - Criminal Behavior	5 credits
Quarter	FPSY 6115 - Understanding Forensic Psychology Research	5 credits
	FPSY 6126 - Understanding Violence, Risk, and Threat	5 credits
Assessment		
Quarter	FPSY 6404 - Military Culture	5 credits
	FPSY 6401 - Trauma, Crisis, and Stress with Military Personnel	5 credits
Quarter	FPSY 6333 - Vicarious Trauma and Compassion Fatigue	5 credits
	FPSY 6393 - Capstone OR FPSY 6915 - Field Experience	5 credits

+ Specialization in Police Psychology

Students discover how they 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. Students gain insights into stress management and coping strategies and understand the impact of dealing first hand with victims and first responders. Students will understand the phenomenon of potential post-traumatic

stress on law enforcement and their families that have been associated with suicide in law enforcement as a result of the occupation.

Specialization Courses (15 credits)

FPSY 6521 - Police Psychology* (5 credits)

- Students may take this as a non-degree course.

FPSY 6740 - Disaster, Crisis, and Trauma* (5 credits)

- Students may take this as a non-degree course.

OR

FPSY 6748 - Stress and Coping (5 credits)

FPSY 6333 - Vicarious Trauma and Compassion Fatigue (5 credits)

Course Sequence

Students undertake courses in the following sequence.

Quarter	Course	Credits
1	FPSY 6002 - Foundations of Graduate Studies in Psychology	3 credits
	FPSY 6102 - Intersection of Crime, Psychology, and the Law	5 credits
Quarter	FPSY 6720 - Abnormal Behavior	5 credits
	FPSY 6135 - Criminal Behavior	5 credits
Quarter	FPSY 6115 - Understanding Forensic Psychology Research	5 credits
	FPSY 6126 - Understanding Violence, Risk, and Threat	5 credits
Assessment		
Quarter	FPSY 6521 - Police Psychology	5 credits
	FPSY 6740 - Disaster, Crisis, and Trauma OR FPSY 6748 -	5 credits
Stress and Coping		
Quarter	FPSY 6333 - Vicarious Trauma and Compassion Fatigue	5 credits
	FPSY 6393 - Capstone OR FPSY 6915 - Field Experience	5 credits

+ Specialization in Self-Designed

Students 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. The self-designed specialization allows students to create a unique learning program to deepen their understanding of forensic psychology. In this specialization, they select electives that will build their knowledge of how forensic psychology professionals work within the legal system and in community-based programs with an emphasis on preventing, reducing criminal behavior, and understanding victimization.

Specialization Courses (15 credits)

Students may choose any three courses from the list of specialization courses below:

FPSY 6520 - Psychology in the Courts* (5 credits)

- Students may take this as a non-degree course.
FPSY 6521 - Police Psychology* (5 credits)
- Students may take this as a non-degree course.
FPSY 6810 - Community Psychology* (5 credits)
- Students may take this as a non-degree course.
FPSY 6785 - Prevention: Research and Practice* (5 credits)
- Students may take this as a non-degree course.
FPSY 6314 - Program Evaluation* (5 credits)
- Students may take this as a non-degree course.
FPSY 6912 - Mental Health Law* (5 credits)
- Students may take this as a non-degree course.
FPSY 6511 - Treatment of Forensic Populations (5 credits)
FPSY 6530 - Forensic Applications in Community Settings* (5 credits)
- Students may take this as a non-degree course.
FPSY 6512 - Juvenile Justice, Delinquency, and Development* (5 credits)
- Students may take this as a non-degree course.
FPSY 6202 - Criminal Investigative Analysis and Profiling (5 credits) FPSY 6203 - Victimology (5 credits)
FPSY 6201 - Psychological Aspects of Violent Crime (5 credits)
FPSY 6204 - Sex Offender Behavior and Treatment (5 credits) FPSY 6205 - Psychological Aspect of Cyber Crimes (5 credits) FPSY 6206 - Family Violence (5 credits)

Course Sequence

Students undertake courses in the following sequence.

Quarter	Course	Credits
1	FPSY 6002 - Foundations of Graduate Studies in Psychology	3 credits
	FPSY 6102 - Intersection of Crime, Psychology, and the Law	5 credits
2	FPSY 6720 - Abnormal Behavior	5 credits
	FPSY 6135 - Criminal Behavior	5 credits
3	FPSY 6115 - Understanding Forensic Psychology Research	5 credits
	FPSY 6126 - Understanding Violence, Risk, and Threat	5 credits
Assessment		
Quarter	Specialization Course	5 credits
	Specialization Course	5 credits
Quarter	Specialization Course	5 credits
	FPSY 6393 - Capstone OR FPSY 6915 - Field Experience	5 credits

+ Specialization in Sex Offender Behavior

Today's media has recently highlighted individuals' in prestigious positions who are involved in sexual-offending behavior. This specialization allows students to gain insight into sex offenders. Students will explore paraphilic behaviors to include pedophilia and hebephilia. Understanding need-driven behaviors will help students understand the types of offenders involved in sex offending. The role of the treatment models, media, and technology will also be explored.

Specialization Courses (15 credits)

FPSY 6204 - Sex Offender Behavior and Treatment (5 credits) FPSY 6202 - Criminal Investigative Analysis and Profiling (5 credits) FPSY 6205 - Psychological Aspect of Cyber Crimes (5 credits)

Course Sequence

Students undertake courses in the following sequence.

Quarter	Course	Credits
1	FPSY 6002 - Foundations of Graduate Studies in Psycholog	3 credits
	FPSY 6102 - Intersection of Crime, Psychology, and the Law	5 credits
Quarter	FPSY 6720 - Abnormal Behavior	5 credits
	FPSY 6135 - Criminal Behavior	5 credits

Quarter	Course	Credits
3	Quarter FPSY 6115 - Understanding Forensic Psychology Research	5 credits
	FPSY 6126 - Understanding Violence, Risk, and Threat Assessment	5 credits
	Quarter FPSY 6204 - Sex Offender Behavior and Treatment	5 credits
	FPSY 6202 - Criminal Investigative Analysis and Profiling	5 credits
Quarter	FPSY 6205 - Psychological Aspect of Cyber Crimes	5 credits
	FPSY 6393 - Capstone OR FPSY 6915 - Field Experience	5 credits

+ Specialization in Terrorism

Homeland security is a fast-growing field with career options emerging at the local, national, and global levels. Students apply both psychological and public policy principles to understand the impact of terrorism and the countermeasures required to combat terrorist threats. They will gain an understanding of the systemic approaches to the issues of public safety, emergency preparedness, and disaster/trauma management. Students apply the findings of behavioral, social, and cognitive research to positions throughout the quickly expanding field of homeland security.

Specialization Courses (15 credits)

FPSY 6741 - Psychology of Terrorism* (5 credits)

- Students may take this as a non-degree course.

FPSY 6771 - Terrorism: A Systemic Approach for Emergency Preparedness (5 credits)

OR

FPSY 6830 - Current Issues in Homeland Security (5 credits) FPSY 6701 - Culture and Psychology (5 credits)

Course Sequence

Students undertake courses in the following sequence.

Quarter	Course	Credits
1	Quarter FPSY 6002 - Foundations of Graduate Studies in Psychology	3 credits
	FPSY 6102 - Intersection of Crime, Psychology, and the Law	5 credits
Quarter	FPSY 6720 - Abnormal Behavior	5 credits
	FPSY 6135 - Criminal Behavior	5 credits
Quarter	FPSY 6115 - Understanding Forensic Psychology Research	5 credits
	FPSY 6126 - Understanding Violence, Risk, and Threat Assessment	5 credits
Quarter	FPSY 6741 - Psychology of Terrorism	5 credits
	FPSY 6771 - Terrorism: A Systemic Approach for Emergency Preparedness OR FPSY 6830 - Current Issues in Homeland Security	5 credits
Quarter	FPSY 6701 - Culture and Psychology	5 credits
	FPSY 6393 - Capstone OR FPSY 6915 - Field Experience	5 credits

+ Specialization in Victimology

This cluster of specialization courses will allow students to focus on how crime impacts the victim. Much of forensic psychology is focused on offender behavior whereas this specialization allows students to dive more deeply into the experience of the victim and first responders who may experience vicarious traumatization by working closely with victims. Students explore stress disorders and treatment models within this specialization.

Specialization Courses (15 credits)

FPSY 6203 - Victimology (5 credits)

FPSY 6511 - Treatment of Forensic Populations (5 credits)

FPSY 6333 - Vicarious Trauma and Compassion Fatigue (5 credits)

Course Sequence

Students undertake courses in the following sequence.

Quarter	Course	Credits
1	FPSY 6002 - Foundations of Graduate Studies in Psychology	3 credits
	FPSY 6102 - Intersection of Crime, Psychology, and the Law	5 credits
Quarter	FPSY 6720 - Abnormal Behavior	5 credits
	FPSY 6135 - Criminal Behavior	5 credits
Quarter	FPSY 6115 - Understanding Forensic Psychology Research	5 credits
	FPSY 6126 - Understanding Violence, Risk, and Threat	5 credits
Assessment		
Quarter	FPSY 6203 - Victimology	5 credits
	FPSY 6511 - Treatment of Forensic Populations	5 credits
5	FPSY 6333 - Vicarious Trauma and Compassion Fatigue	5 credits
	FPSY 6393 - Capstone OR FPSY 6915 - Field Experience	5 credits

Capstone Course (5 credits)

Choose one:

FPSY 6393 - Capstone (5 credits)

OR

FPSY 6915 - Field Experience (5 credits)

MS in Human Services

Human services professionals make a positive difference every day. A commitment to improving the quality of life for others benefits the entire community. Walden's MS in Human Services program helps students make an even greater impact by preparing them with the skills they need to become effective leaders in fostering social change. Students in this online master's degree program focus on expanding their understanding of the delivery, accessibility, accountability, and coordination of agency services.

By earning their MS in Human Services degree at Walden, students broaden their knowledge as human services professionals and advance their understanding of human services theory, research, and practice. Students learn strategies to

address the ethical and social justice issues that are impacting the effective delivery of human services throughout the world today.

As graduates of the MS in Human Services program, students can work in a variety of roles providing direct services to individuals, families, or communities or providing leadership to agencies and programs.

When students choose Walden's MS in Human Services, they can benefit from the flexibility of online learning and from Mobilelearn®. Offered exclusively at Walden, Mobilelearn not only enables students to choose where and when they learn, but it also gives them the ability to choose how they learn.

Note on Licensure

The MS in Human Services program, including its specializations, is not designed to lead to professional licensure, including, but not limited to, licensure as a professional therapist, counselor, social worker, or psychologist.

Learning Outcomes

Graduates in the MS in Human Services program will be prepared to:

1. Demonstrate the skills necessary to advocate for a variety of individuals and groups in order to promote social change.
2. Evaluate human services related scenarios in order to determine appropriate needs and solutions.
3. Communicate effectively with diverse groups of individuals.
4. Demonstrate an understanding of the history of the human services profession in relation to its impact on the practice of human services.
5. Analyze the appropriateness of human services practice for diverse individuals and groups.
6. Advocate for the needs of diverse populations in order to promote positive social change.
7. Develop a professional identity as a human service professional practitioner.

Degree Requirements

- 48-53 total quarter credits depending on specialization
- Foundation course (3 credits)
- Core courses (25 credits)
- Elective/specialization courses (15-20 credits)
- Capstone (5 credits)

Core Curriculum

Foundation Course (3 credits)

HUMN 6000 - Foundation of Graduate Study in Human Services (3 credits)

Core Courses (25 credits)

HUMN 6160 - The Advanced Human Services Professional Practitioner in a Changing World* (5 credits)

- Students may take this as a non-degree course.
HUMN 6161 -Assessment and Motivational Interviewing* (5 credits)
- Students may take this as a non-degree course.

HUMN 6162 - Cultural Humility and Diversity* (5 credits)

- Students may take this as a non-degree course.

HUMN 6480 - Evidence-Based Evaluation Methods* (5 credits)

- Students may take this as a non-degree course.

HUMN 6207 - Grant Writing* (5 credits)

- Students may take this as a non-degree course.

Elective/Specialization Courses (15-20 credits)

These courses are dependent upon the particular specialization. Please see the course list on each specialization page.

Choose elective courses (5 credits each) from any MS in Human Services specialization.

+ General Program

Specialization Courses (15 credits)

HUMN 6XXX - Elective

HUMN 6785 - Social Change in Action (5 credits)

HUMN 6336 - Crisis, Trauma, and Disaster Response (5 credits)

+ Specialization in Community and Social Services

This specialization prepares students to work in nonlicensure community social work roles. Students study the prevention, intervention, and promotion of well-being in a variety of settings, including schools, communities, and organizations. Courses expose students to the theoretical, ethical, social, political, and cultural factors that influence social services programs. Skills taught will include how to identify the needs of clients (including individuals and families) in a social services context and how to help these clients navigate services in their communities.

Specialization Courses (15 credits)

HUMN 6XXX - Elective

HUMN 6811 - Community Psychology (5 credits)

HUMN 6340 - Crossing Borders: U.S. and International NGO Cultures and Environments (5 credits)

+ Specialization in Criminal Justice

This specialization is designed for professionals involved in all aspects of public safety, including law enforcement and rehabilitation. Students examine the factors that contribute to criminal behavior, such as urban decay, substance abuse, and poverty. They explore the use of traditional forms of intervention, such as individual and group psychotherapy, as well as recent developments in intervention, including restorative justice as it relates to both criminals and the victims of crimes.

Through this coursework, students gain a greater insight into the problems facing the criminal justice system and how they can begin to address these challenges.

Specialization Courses (20 credits)

HUMN 6XXX - Elective

HUMN 6350 - Historical and Contemporary Issues in Criminal Justice (5 credits) HUMN 6511 -Treatment of Forensic Populations (5 credits)

HUMN 6530 - Forensic Applications in Community Settings (5 credits)

+ Specialization in Disaster, Crisis, and Intervention

Whether it's an act of nature or an act of terror, effective crisis management leaders are needed to curtail the effects of the disaster and implement relief efforts. The focus of this specialization is on theories and strategies to meet the needs of individuals, families, and communities in crisis.

Students can explore common reactions that communities share following a disaster and the psychological and behavioral disorders individuals can develop as a result. Coursework will allow students to gain an understanding of how different counseling practices are used to help individuals overcome the disorders. Students will examine how to analyze a crisis at both a local and regional level and apply their knowledge to design a crisis plan to prepare for future emergencies.

Specialization Courses (20 credits)

HUMN 6XXX - Elective

HUMN 6145 - Crisis Management (5 credits)

HUMN 6336 - Crisis, Trauma, and Disaster Response (5 credits) HUMN 6741 - Psychology of Terrorism (5 credits)

+ Specialization in Family Studies and Intervention

In diverse populations, human services professionals must be in tune with the special needs of underrepresented or marginalized groups such as low-income, single-parent, gay and lesbian families, bisexual, and transgender. In this MS in Human and Social Services specialization, students can explore a broad spectrum of theoretical and clinical approaches to intervention. At the completion of their studies, students will be able to recognize special treatment considerations and develop multimodal therapeutic approaches.

Specialization Courses (20 credits)

HUMN 6164 - Crisis and Family Interventions* (5 credits)

- Students may take this as a non-degree course.

HUMN 6361 - Human Sexuality (5 credits) HUMN 6811 - Community Psychology (5 credits)

HUMN 6815 - Introduction to Dimensions of Contemporary Aging* (5 credits)

- Students may take this as a non-degree course.

+ Specialization in Human Services Nonprofit Administration

What does it take to assume a leadership role in the human services field? The focus of this specialization is on topics such as public management and leadership, program development and implementation, and staff development and training-the core competencies students will need to effectively lead a human services agency or organization. Study the theoretical foundations of organizational behavior and gain an understanding of how they can be incorporated in management and planning. After completing the program, students will understand how to evaluate the efforts of human services organizations to improve their effectiveness within the community.

Specialization Courses (15 credits)

HUMN 6203 - Introduction to the Nonprofit Sector (5 credits)

HUMN 6210 - Management and Leadership Development in Human Services* (5 credits)

- Students may take this as a non-degree course.

HUMN 6651 - Board Governance and Volunteer Management (5 credits)

+ Specialization in Mental Health

Mental health plays a significant role in communities. There is a need for professionals to connect those in need of services to the appropriate resources. In the Mental Health Facilitation specialization, students develop the skills to help individuals navigate community mental health services. The specialization introduces students to the role of mental health facilitation in health behavioral changes and offers a solid understanding of the assessment and referral system for mental health intervention and support.

Specialization Courses (15 credits)

HUMN 6XXX - Elective

HUMN 6336 - Crisis, Trauma, and Disaster Response (5 credits) HUMN 6912 - Mental Health Law (5 credits)

+ Specialization in Military Families and Culture

This specialization prepares students to address the unique needs of former and active military personnel, veterans, and their families. Through their coursework, students explore the military culture and lifestyle and examine the emotional and behavioral impact of parent-child separation, frequent family relocations, and extensive deployments. Students also can gain an understanding of post-traumatic stress disorder (PTSD) and vicarious trauma and study the latest approaches for working with members of the armed forces.

Specialization Courses (20 credits)

HUMN 6XXX - Elective

HUMN 6401 - Trauma, Crisis, and Stress With Military Personnel* (5 credits)

- Students may take this as a non-degree course.

HUMN 6402 - Working with Military Spouses, Families, and Children* (5 credits)

- Students may take this as a non-degree course.

HUMN 6403 - Military Culture* (5 credits)

- Students may take this as a non-degree course.

+ Specialization in Studies in Aging

Aging populations with special needs are creating a greater demand for professionals who can facilitate the integration of services for the older adult, including health and home care, financial and lifestyle, and issues of daily living. The Studies in Aging specialization prepares students to meet this growing need. In this specialization, students explore the impact of societal expectations on the elderly and demographic trends, including global, cross-cultural issues in aging. Successful students will develop a broad understanding of factors that affect the geriatric population's quality of life, from the physiological changes of aging, to the effects of chronic disease, to the challenges of independent living.

Specialization Courses (15 credits)

HUMN 6XXX - Elective

HUMN 6242 - Changing Health Behavior: Theory and Practice (5 credits) HUMN 6815 - Introduction to Dimensions of Contemporary Aging* (5 credits)

- Students may take this as a non-degree course.

Specializations Not Currently Accepting New Students

+ Specialization in Community Intervention and Leadership (not currently accepting new students)

This program is not currently accepting new students. Current students must complete their programs of study in accordance with Walden's Time-to-Degree Completion policies.

This specialization is designed to prepare students to engage organizations and communities in social change. Students are taught skills designed to help organize, coordinate, promote, and lead efforts in communities to improve living and working conditions and to assess community needs. This specialization emphasizes action research, in which students develop knowledge about working with communities. Students also describe and apply theories of community psychology in relation to social change.

Specialization Courses (10 credits)

HUMN 6785 - Social Change in Action (5 credits) HUMN 6811 - Community Psychology (5 credits)

+ Specialization in Gerontology (not currently

accepting new students) **This program is not currently accepting new students.** Current students must complete their programs of study in accordance with Walden's Time-to-Degree Completion policies.

Aging populations with special needs are creating a greater demand for professionals who can facilitate the integration of services for the older adult, including health and home care, financial and lifestyle, and issues of daily living. The Gerontology specialization prepares students to meet this growing need. In this specialization, students explore the impact of societal expectations on the elderly and demographic trends, including global, cross-cultural issues in aging. Successful students will develop a broad understanding of factors that affect the geriatric population's quality of life, from the physiological changes of aging, to the effects of chronic disease, to the challenges of independent living.

Specialization Courses (15 credits)

HUMN 6XXX - Elective

HUMN 6242 - Changing Health Behavior: Theory and Practice (5 credits) HUMN 6815 - Introduction to Dimensions of Contemporary Aging* (5 credits)

- Students may take this as a non-degree course.

+ Specialization in Global Social Services (not currently accepting new students)

This program is not currently accepting new students. Current students must complete their programs of study in accordance with Walden's Time-to-Degree Completion policies.

Human service professionals work with multicultural populations, immigrants, refugees, and transient communities in the United States and all over the world. In this specialization, successful students will develop a global consciousness and cultural awareness to serve a variety of international groups. Courses delve into cultural differences and strategies for working effectively across a variety of cultural contexts.

Specialization Courses (10 credits)

HUMN 6340 - Crossing Borders: U.S. and International NGO Cultures and Environments (5 credits)

HUMN 6339 - Holding Up the Mirror: Understanding Different Cultures and Increasing Global Consciousness (5 credits)

+ Specialization in Social Policy Analysis and Planning (not currently accepting new students)

This program is not currently accepting new students. Current students must complete their programs of study in accordance with Walden's Time-to-Degree Completion policies.

Creating sustainable social change means knowing how to work effectively with legislators, lobbyists, and other stakeholders in a challenging public and political arena. In the Social Policy Analysis and Planning specialization, students have the opportunity to learn the strategies used to shape and implement public policy today. From healthcare to hate crimes to the environment, students can learn how they can impact the legislation that governs society.

Specialization Courses (15 credits)

HUMN 6451 - Public Policy Analysis (5 credits)

HUMN 6465 - Strategic Planning: Collaboration, Cooperation, and Coordination (5 credits) HUMN 6810 - Fundamentals of Law and Public Policy (5 credits)

Capstone Course (5 credits)

HUMN 6660 - Social Change, Leadership, and Advocacy for Human Services Professional Practitioners (5 credits)

Course Sequence

Students undertake courses in the following sequence.

Quarter	Course	Credits
Quarter 1	HUMN 6000 - Foundation of Graduate Study in Human Services	3 credits
	HUMN 6160 - The Advanced Human Services Professional Practitioner in a Changing World	5 credits
Quarter 2	HUMN 6161 -Assessment and Motivational Interviewing	5 credits
	HUMN 6162 - Cultural Humility and Diversity	5 credits
Quarter 3	HUMN 6480 - Evidence-Based Evaluation Methods	5 credits
	HUMN 6XXX Elective or Specialization Course	5 credits
Quarter 4	HUMN 6207 - Grant Writing	5 credits
	Elective or Specialization Course	5 credits
Quarter 5-	Elective or Specialization Course*	5 credits
	HUMN 6660 - Social Change, Leadership, and Advocacy for Human Services Professional Practitioners	5 credits

*All specialization courses should be taken before HUMN 6660.

Doctor of Human Services

Do you want to deepen your impact as a social problem-solver? Walden's practitioner-focused Doctor of Human Services (DHS) program curriculum is designed to help human services professionals effect meaningful change in the field through direct practice, advocacy, or policy.

In the DHS program, students can gain the expertise to help organizations move the needle on complex social issues. Students can focus their studies through two specializations and complete a capstone project on a topic they are passionate about. Graduates from program feeling energized, confident, and ready to make a difference for individuals, families, and communities.

A DHS degree prepares human services professionals to address social problems through evidence-based advocacy and program evaluation.

Note on Licensure

The Doctor of Human Services program, including its specializations, is not designed to lead to professional licensure including licensure as a professional therapist, counselor, social worker, or psychologist.

Learning Outcomes

At the end of the program, students will be able to:

1. Assess the needs of clients accessing human services programs using a variety of evidence-supported approaches.
2. Evaluate the effectiveness of the human service programs using a variety of evidence-supported approaches.

3. Develop strategies for working collaboratively with interdisciplinary teams of professionals to deliver support services to diverse populations.
4. Design research that contributes to positive social change related to human services.
5. Advocate for the needs of diverse populations in order to promote positive social change.
6. Develop an advanced human services practitioner professional identity.

Minimum Degree Requirements

- 68 quarter credits
- Doctoral Writing Assessment
- Foundation course (3 credits)
- Core courses (30 credits)
- Specialization courses (15 credits)
- Completion of the Doctoral Capstone
 - Communities of Practice and Research (CPR) courses (5 credits; continuously enrolled in 1 credits per term for a minimum of 5 terms until CPR completion)
 - Capstone writing courses (continuous enrollment in 5 credits per term for a minimum of 3 terms until completion)

Curriculum

Foundation Course (3 credits)

HUMN 8001D - Keys to Doctoral Studies Success (3 credits)

Core Courses (30 credits)

HUMN 82060 - The World of Human Services: Reimagined* (5 credits)

- Students may take this as a non-degree course.
HUMN 83040 - Data as Evidence* (5 credits)
- Students may take this as a non-degree course.
HUMN 8243D - Push and Pull of Understanding Human Services Problems: Force Field Analysis* (5 credits)
- Students may take this as a non-degree course.
HUMN 8244D - Champions for Change: Action Research for Advocacy* (5 credits)
- Students may take this as a non-degree course.
HUMN 8237D -Advanced Program Evaluation* (5 credits)
- Students may take this as a non-degree course.
HUMN 8207D - Grant Writing* (5 credits)
- Students may take this as a non-degree course.

Specialization Courses (15 credits)

These courses are dependent upon the particular specialization. Please see the course list on each specialization page.

+ Specialization in Leadership and Program Evaluation in Human Services Organizations

In this Doctor of Human Services specialization, students develop the skills they need to achieve their career goals, including leading a human services agency or nonprofit organization in a senior management role. Courses in this program also focus on providing evidence to support human services programs, including assessing local needs and evaluating program outcomes.

Specialization Courses (15 credits)

HUMN 8210D - Management and Leadership in Human Services* (5 credits)

- Students may take this as a non-degree course.

AND

HUMN 8651D - Board Governance and Volunteer Management* (5 credits)

- Students may take this as a non-degree course.

OR

HUMN 8339D - Holding Up the Mirror: Understanding Different Cultures and Increasing Global Consciousness* (5 credits)

- Students may take this as a non-degree course.

AND

HUMN 8211D - Consulting to Human Services Organizations* (5 credits)

- Students may take this as a non-degree course.

✦ Specialization in Prevention, Intervention, and Advocacy

In the Prevention, Intervention, and Advocacy specialization, students can increase their confidence and capabilities as human services practitioners. Students explore how to support individual, family, and community needs; advocate with legislators and decision makers; and create the evidence to support creation of new services.

Specialization Courses (15 credits)

HUMN 8241D - Who Do You Call Family? Contemporary Family Issues* (5 credits)

- Students may take this as a non-degree course.

HUMN 87840 - Crisis Management and Leadership* (5 credits)

- Students may take this as a non-degree course.

HUMN 87860 -A Project for Advocacy in Prevention, Intervention, and Social Change* (5 credits)

- Students may take this as a non-degree course.

Completion of the Doctoral Capstone

Communities of Practice and Research (CPR) Courses

(5 credits; continuously enrolled in 1 credits per term for a minimum of five terms until CPR completion)

HUMN 9001D - Communities of Practice and Research 1 (1 credits) HUMN 90020 - Communities of Practice and Research 2 (1 credits) HUMN 90030 - Communities of Practice and Research 3 (1 credits) HUMN 90040 - Communities of Practice and Research 4 (1 credits) HUMN 90050 - Communities of Practice and Research 5 (1 credits)

Capstone Writing Course

HUMN 91000 - OHS Capstone (5 credits)

Course Sequence

The recommended course sequence is as follows:

Quarter	Course	Credits
Quarter 1	HUMN 8001D - Keys to Doctoral Studies Success	3 credits
	HUMN 8206D - The World of Human Services: Reimagined	5 credits
	HUMN 9001D - Communities of Practice and Research 1	1 credits
Quarter 2	HUMN 8304D - Data as Evidence	5 credits
	Specialization Course 1	5 credits
	HUMN 9002D - Communities of Practice and Research 2	1 credits
Quarter 3	HUMN 8243D - Push and Pull of Understanding Human Services Problems: Force Field Analysis	5 credits
	HUMN 8244D - Champions for Change: Action Research for Advocacy	5 credits
	HUMN 9003D - Communities of Practice and Research 3	1 credits
Quarter 4	HUMN 8237D - Advanced Program Evaluation	5 credits
	Specialization Course 2	5 credits
	HUMN 9004D - Communities of Practice and Research 4	1 credits
Quarter 5	HUMN 8207D - Grant Writing	5 credits
	Specialization Course 3	5 credits
	HUMN 9005D - Communities of Practice and Research 5	1 credits
Quarter 6+	Capstone Writing Course HUMN 9100D - OHS Capstone*	5 credits per term for a minimum of 3 terms; taken continuously until completion

*Students take this course for a minimum of three quarters and are continuously enrolled until completion of their doctoral study with final chief academic officer (CAO) approval. In general, students are continuously registered in the doctoral study course until they complete their capstone project and it is approved. This usually takes longer than the minimum required terms in the doctoral study course shell.

To complete a doctoral study, students must obtain the academic approval of several independent evaluators including their committee, the University Research Reviewer, and the Institutional Review Board; pass the Form and Style Review; gain approval at the oral defense stage; and gain final approval by the chief academic officer. Students must also publish their doctoral study on ProQuest before their degree is conferred. Learn more about the doctoral study process in the Professional Doctorate Documents.

Doctoral Writing Assessment

Students who start or readmit to doctoral programs at Walden University in the university catalog for academic year 2017 or later will complete the university's required doctoral writing assessment. Designed to evaluate incoming doctoral students' writing skills, this assessment aims to help prepare incoming doctoral students to meet the university's expectations for writing at the doctoral level.

8-Year Maximum Time Frame

In general, students are continuously registered in the dissertation/doctoral study course until they complete their capstone project and it is approved. This usually takes longer than the minimum required terms in the dissertation/doctoral study course shell.

Students have up to 8 years to complete their doctoral degree requirements (see Enrollment Requirements in the student handbook). Students may petition to extend the 8-year maximum time frame, but an extension is not guaranteed.

PhD in Criminal Justice

The PhD in Criminal Justice program helps prepare students with the skills needed to pursue a range of criminal justice-related roles including leadership and education. Spanning topics such as homeland security, human services, and the role of technology in law enforcement, the curriculum examines contemporary criminal justice theory and practice while outlining some of the national and global issues facing the field today. Students can choose from six optional specializations to create a program of study that is tailored to their professional objectives.

Note on Licensure

Walden's PhD in Criminal Justice program is not considered a Professional Peace Officer Education Program for the state of Minnesota and is not designed or intended to prepare graduates for licensure as a peace officer, police officer, or other law enforcement officer in any state.

Learning Outcomes

Upon graduation, students will be able to:

1. Evaluate the root causes of crime and its impact on criminal justice policies, practices, and procedures.
2. Evaluate management philosophies in managing human resources in criminal justice organizations.
3. Synthesize theory and research on the historical trends and current perspectives in criminal justice.
4. Apply data analysis techniques and research design methods to scholarly research in criminal justice.
5. Evaluate the role of criminal justice in advancing social justice and positive social

change.

Program Types

General (Track 1)-Track 1 is a program of study for students who have a master's degree in criminal justice or a related field.

General (Track 2)-Track 2 is a program of study for students who have a master's degree in a discipline unrelated to the criminal justice field.

Specializations

†Specialization in Emergency Management

In the event of an impending hurricane or in the aftermath of a manmade disaster, effective leaders who can manage and motivate response teams are in demand. In this specialization, students will focus on both skill development and methods for building robust, effective teams. Students also will explore new emergency management leadership tactics required in today's global world and industries, including ethical issues that can arise in some situations.

This specialization will help prepare students to apply for certificates from the Federal Emergency Management Agency (FEMA) Emergency Management Institute.

Specialization Courses (15 credits)

CRJS 8100 - Critical Issues in Emergency Management (5 credits)

CRJS 8200 - Risk Assessment, Preparedness, and Hazard Mitigation (5 credits) CRJS 8300 - Disaster Response and Recovery (5 credits)

+ Specialization in Global Leadership

The Global Leadership specialization provides students with insight into effective leadership practices for the international environment, particularly in developing countries. Through their coursework, students explore sustainability frameworks and models, techniques that leaders use to build capacity for community change, and strategies for effective and timely decision making in uncertain conditions. Students also engage in the development of a strategic plan for an international public or nonprofit organization or for a U.S. organization with an international focus.

Specialization Courses (15 credits)

CRJS 8540 - Management and Leadership in a Global Context (5 credits) CRJS 8541 - Sustainable Development for Global Communities (5 credits) CRJS 8542 - Transformative Change in a Global Environment (5 credits)

+ Specialization in Homeland Security Policy and Coordination

Now more than ever, America's security rests in the hands of those with the ability to navigate the intricacies of public policy. Students explore how public policy designed to safeguard the nation can be enacted without infringing upon individual rights and freedoms. In this specialization, they will study homeland security-related trends and issues, such as how national security agencies collaborate to keep the public safe as well as applications of the National Incident Management System (**NIMS**).

Specialization Courses (15 credits)

CRJS 8320 - Public Policy Implications of Terrorism Legislation and Policies (5 credits) CRJS 8321 - Terrorism: A Systemic Approach for Emergency Management (5 credits) CRJS 8322 - Critical Incident Planning and Leadership (5 credits)

+Specialization in Justice Administration (not available for students in Track 2) Students pursuing this specialization have the opportunity to study the risk factors associated with criminal behavior as well as how history has shaped the modern criminal justice system. Through their coursework, students cover the latest approaches to managing crises, current trends in criminal justice, and emerging solutions to contemporary crime.

Note: This specialization is not available to students in Track 2.

Specialization Courses (15 credits)

CRJS 8137 -The Nature of Crime and Criminology (5 credits) CRJS 8215 - Controversies in Criminal Justice (5 credits)

CRJS 8217 - Technological Solutions and 21st-Century Crime (5 credits)

+ Specialization in Law and Public Policy

Through this specialization, students explore how past and present legal decisions influence the creation of public policy. In their coursework, students cover foundational legal concepts, landmark cases, and current trends in law and policy. Students also have the opportunity to examine the legal knowledge that is made available to public policy practitioners.

Specialization Courses (15 credits)

CRJS 8810 - Fundamentals of Law and Public Policy (5 credits) CRJS 8811 - Legal Research for Public Policy (5 credits)

CRJS 8812 - Contemporary Cases and Issues in the Courts (5 credits)

+ Specialization in Online Teaching in Higher Education

Students can inspire future criminal justice professionals by sharing their expert knowledge in an online education setting. Focusing on adult learning theory and practical instruction strategies, the Online Teaching in Higher Education specialization helps prepare students to work in both academic and vocational environments. They will explore today's cutting-edge online education technologies, teaching and learning theory, the foundations of instructional design and delivery, and the unique characteristics of adult learners.

Specialization Courses (15 credits)

CRJS 8171 - Theories and Frameworks for Adult Learning (5 credits) CRJS 8177 - Using Technology to Enhance Adult Learning (5 credits)

CRJS 8764 - Instructional Design for Online Course Development (5 credits)

+ Specialization in Public Management and Leadership

Faced with mounting performance demands and new financial challenges, managers in today's public and nonprofit institutions must be able to increase efficiency and effectiveness across their organizations. In this specialization, students will develop strategies for sparking transformative change in a public organization of their choosing. They can gain leadership and interpersonal skills that can help them be competent leaders, shape public policy, and inspire and motivate their employees.

Specialization Courses (15 credits)

CRJS 8391 - Transformative Change in a Shared Power World (5 credits) CRJS 8392 - The Language of Leadership (5 credits)

CRJS 8400 - Strategic Context of Management and Leadership (5 credits)

General Program (Track 1) - For students master's degree in criminal justice or a related field.

Minimum Degree Requirements

- Doctoral Writing Assessment

- Professional Development Plan and Program of Study
- Foundation course (3 credits)
- Core courses (20 credits)
- Specialization/elective courses (15 credits)
- Research courses (20 credits)
- Completion of Doctoral Dissertation
 - Dissertation support courses (5 credits)
 - Dissertation writing courses (5 credits per term for a minimum of four terms taken continuously until completion)
 - Quarter Plans
- Four PhD residencies

Curriculum

Foundation Course (3 credits)

CRJS 8002 - Foundations of Doctoral Study (3 credits)

Core Courses (20 credits)

CRJS 8350 - History and Contemporary Issues in Criminal Justice (5 credits)

CRJS 8351 - Policy and Analysis in Criminal Justice Systems (5 credits)

CRJS 8352 - Leadership: Putting Theory into Practice in Criminal Justice Administration (5 credits)

CRJS 8381 - Program Evaluation (5 credits)

Specialization/Elective Courses (15 credits)

These courses are dependent upon the particular specialization. Please see the course list for each specialization.

For the general program, students select three courses from any of the PhD in Criminal Justice specialization courses.

Research Courses (20 credits)

RSCH 8110 - Research Theory, Design, and Methods* (5 credits)

- Students may take this as a non-degree course.

RSCH 8210 - Quantitative Reasoning and Analysis* (5 credits)

- Students may take this as a non-degree course.

RSCH 8310 - Qualitative Reasoning and Analysis* (5 credits)

- Students may take this as a non-degree course.

AND

RSCH 8260 -Advanced Quantitative Reasoning and Analysis (5 credits)

OR

RSCH 8460 -Advanced Mixed-Methods Reasoning and Analysis (5 credits)

OR

RSCH 8360 -Advanced Qualitative Reasoning and Analysis (5 credits)

Residency Requirements

- **Complete Residency 1 as soon as you begin your program;** should be completed within 90 days of completing your Foundations course.
- Complete Residency 2 within 18 months of your start date or linked to your registration for or completion of your first research course.
- Complete Residency 3 by the end of your third year.
- Complete Residency 4 after your prospectus is approved as follows:
 - Residency 4 General (RESI 8404) OR
 - Residency 4 Proposal Writing (RESI 84040) OR
 - Residency 4 Methods & Data Collection: Qualitative (RESI 8404R) OR
 - Residency 4 Methods & Data Collection: Quantitative (RESI 8404S) OR
 - Residency 4 Publishing & Presenting (RESI 8404T) OR
 - an approved professional conference (RESI 8900 for select programs only. Contact Advising for information.) OR
 - a dissertation intensive (DRWI 8500) during your 9000 course. Contact Student Success Advising to register. You must attend all sessions and advising throughout the entire intensive retreat in order to successfully complete the experience to satisfy residency 4 requirements. *NOTE: Intensive Retreats are NOT included in Fast Track tuition.*
- Optional: Complete a PhD dissertation intensive (DRWI 8500) during your dissertation. Contact Student Success Advising to register.

Completion of the Doctoral Dissertation

CRJS 8115 - Writing a Quality Prospectus (5 credits)

CRJS 9000 - Dissertation (5 credits per term for a minimum of 4 quarters until completion)

* Students take this course for a minimum of four quarters and are continuously enrolled until completion of their dissertation with final chief academic officer (CAO) approval. In general, students are continuously registered in the dissertation course until they complete their capstone project and it is approved. This usually takes longer than the minimum required terms in the dissertation course shell.

To complete a doctoral dissertation, students must obtain the academic approval of several independent evaluators including their committee, the University Research Reviewer, and the Institutional Review Board; pass the Form and Style Review; gain approval at the oral defense stage; and gain final approval by the chief academic officer. Students must also publish their dissertation on ProQuest before their degree is conferred. Learn more about the dissertation process in the Dissertation Guidebook.

Track 1 is a program of study for students who have a master's degree in criminal justice or a related field.

Quart	Course	Credits
er		

Quarter 1	CRJS 8002 - Foundations of Doctoral Study	3 credits
	CRJS 8350 - History and Contemporary Issues in Criminal Justice	5 credits
Complete Residency 1 as soon as you begin your program; should be completed within 90 days of completing our Foundations course.		
Quarter 2	CRJS 8351 - Policy and Analysis in Criminal Justice Systems	5 credits
	CRJS 8352 - Leadership: Putting Theory into Practice in Criminal Justice Administration	5 credits
Quarter 3	Elective/Specialization Course 1	5 credits
	RSCH 8110 - Research Theory, Design, and Methods	5 credits
Quarter 4	Elective/Specialization Course 2	5 credits
	RSCH 8210 - Quantitative Reasoning and Analysis	5 credits
Complete Residency 2 within 18 months of your start date or linked to your registration for or completion of your first research course.		
Quarter 5	Elective/Specialization Course 3	5 credits
	RSCH 8310 - Qualitative Reasoning and Analysis	5 credits
Complete Residency 3 by the end of your third year.		
Quarter 6	CRJS 8381 - Program Evaluation	5 credits
	CRJS 8115 - Writing a Quality Prospectus	5 credits
	Residency 4 - Complete residency 4 after your prospectus is approved as follows:	
	<ul style="list-style-type: none"> • Residency 4 General (RESI 8404) OR • Residency 4 Proposal Writing (RESI 8404Q) OR • Residency 4 Methods & Data Collection: Qualitative (RESI 8404R) OR • Residency 4 Methods & Data Collection: Quantitative (RESI 8404S) OR • Residency 4 Publishing & Presenting (RESI 8404T) OR • an approved professional conference (RESI 8900 for select programs only. Contact Advising for information.) OR • a dissertation intensive (DRWI 8500) during your 9000 course. Contact Student Success Advising to register. You must attend all sessions and advising throughout the entire intensive retreat in order to successfully complete the experience to satisfy residency 4 requirements. <i>NOTE: Intensive Retreats are NOT</i> 	

	<i>included in Fast Track tuition.</i>	
Quarter 7	RSCH 8260 -Advanced Quantitative Reasoning and Analysis OR RSCH 8360 - Advanced Qualitative Reasoning and Analysis OR RSCH 8460 - Advanced Mixed-Methods Reasoning and Analysis	5 credits
	CRJS 9000 - Dissertation *	5 credits per term for a minimum of 4 terms; taken continuously until completion
jc>ptional: Complete a PhD dissertation intensive during CRJS 9000. Contact Student Success Advising to register.		

* Students take this course for a minimum of four quarters and are continuously enrolled until completion of their dissertation with final chief academic officer (**CAO**) approval. In general, students are continuously registered in the dissertation course until they complete their capstone project and it is approved. This usually takes longer than the minimum required terms in the dissertation course shell.

To complete a doctoral dissertation, students must obtain the academic approval of several independent evaluators including their committee, the University Research Reviewer, and the Institutional Review Board; pass the Form and Style Review; gain approval at the oral defense stage; and gain final approval by the chief academic officer. Students must also publish their dissertation on ProQuest before their degree is conferred. Learn more about the dissertation process in the Dissertation Guidebook.

Track 1: Fast Track Option

Walden offers a Fast-Track Option. With the Fast-Track Option, students take up to three courses and a dissertation preparatory course to expedite their path through the program.

Minimum Degree Requirements

- Doctoral Writing Assessment
- Professional Development Plan and Program of Study
- Foundation course (3 credits)
- Core courses (20 credits)
- Specialization/elective courses (15 credits)
- Research courses (20 credits)
- Completion of Doctoral Dissertation
 - Dissertation support course (5 credits)
 - Dissertation writing courses (5 credits per term for a minimum of three terms taken continuously until completion)
 - Quarter Plans
- Four PhD residencies In addition, students must
- Pass a writing assessment.
- Submit an application essay.
- Maintain a 3.0 GPA.

Walden students have up to 8 years to complete their doctoral program unless they petition for an extension.

In general, students are continuously registered in the dissertation course until they complete their capstone project and it is approved. This usually takes longer than the minimum required terms in the dissertation course shell.

To complete a doctoral dissertation, students must obtain the academic approval of several independent evaluators including their committee, the University Research Reviewer, and the Institutional Review Board; pass the Form and Style Review; gain approval at the oral defense stage; and gain final approval by the chief academic officer. Students must also publish their dissertation on ProQuest before their degree is conferred. Learn more about the dissertation process in the Dissertation Guidebook.

Course Sequence (Fast Track for Track 1)

Note: PhD in Criminal Justice Fast-Track Option courses are identified with an ACRJ course prefix for enrollment purposes. ACRJ course descriptions align with corresponding CRJS courses, as listed below.

Quarter	Course	Credits
Quarter 1	CRJS 8002 - Foundations of Doctoral Study	3 credits
	CRJS 8350 - History and Contemporary Issues in Criminal Justice	5 credits
	CRJS 8351 - Policy and Analysis in Criminal Justice Systems	5 credits
Quarter 2	CRJS 8352 - Leadership: Putting Theory into Practice in Criminal Justice Administration	5 credits
	CRJS XXXX Specialization or Elective Course	5 credits
	RSCH 81100 - Research Theory, Design, and Methods	1 credits

CRJS 9000 - Dissertation*		
Quarter 3	CRJS XXXX Specialization or Elective Course RSCH 82100 - Quantitative Reasoning and Analysis CRJS 9000 - Dissertation* CRJS XXXX Specialization or Elective Course	5 credits 5 credits 1 credits 5 credits
Quarter 4	RSCH 83100 - Qualitative Reasoning and Analysis CRJS 8381 - Program Evaluation CRJS 9000 - Dissertation** CRJS 8115 - Writing a Quality Prospectus	5 credits 5 credits 3 credits 5 credits
Quarter 5	RSCH 82600 - Advanced Quantitative Reasoning and Analysis	5 credits
	[Inactivated 11/4/2021] OR RSCH 83600-Advanced Qualitative reasoning and Analysis OR	
	RSCH 84600 - Advanced Mixed-Methods Reasoning and Analysis	
Quarter 5	CRJS 9000 - Dissertation	5 credits for a minimum of 3 terms; continuously enrolled until completion

* In quarters 2 and 3, CRJS 9000 is equivalent to ACRJ 9001A. ACRJ 9001A is a one-credit course.

** In quarter 4, CRJS 9000 is equivalent to ACRJ 9001B. ACRJ 9001B is a one-credit course.

General Program (Track 2) For students who have a master's degree in a discipline unrelated to the criminal justice field
General Program Track 2 Minimum Degree Requirements

-
- Doctoral Writing Assessment
 - Professional Development Plan and Program of Study
 - Foundation course (3 credits)
 - Core courses (35 credits)
 - Specialization courses (15 credits)
 - **Note:** The General program does not require electives or specialization courses.
 - Research courses (20 credits)
 - Completion of Doctoral Dissertation
 - Dissertation support course (5 credits)
 - Dissertation writing courses (5 credits per term for a minimum of four terms taken continuously until completion)

- o Quarter Plans
- Four PhD residencies

Curriculum

Foundation Course (3 credits)

CRJS 8002 - Foundations of Doctoral Study (3 credits)

Core Courses (35 credits)

CRJS 8137 - The Nature of Crime and Criminology (5 credits) CRJS 8215 - Controversies in Criminal Justice (5 credits)

CRJS 8217 - Technological Solutions and 21st-Century Crime (5 credits) CRJS 8350 - History and Contemporary Issues in Criminal Justice (5 credits) CRJS 8351 - Policy and Analysis in Criminal Justice Systems (5 credits)

CRJS 8352 - Leadership: Putting Theory into Practice in Criminal Justice Administration (5 credits)

CRJS 8381 - Program Evaluation (5 credits)

Specialization Courses (15 credits)

These courses are dependent upon the particular specialization. Please see the course list for each specialization.

Research Courses (20 credits)

RSCH 8110 - Research Theory, Design, and Methods* (5 credits)

- Students may take this as a non-degree course.

RSCH 8210 - Quantitative Reasoning and Analysis* (5 credits)

- Students may take this as a non-degree course.

RSCH 8310 - Qualitative Reasoning and Analysis* (5 credits)

- Students may take this as a non-degree course.

AND

RSCH 8260 -Advanced Quantitative Reasoning and Analysis (5 credits)

OR

RSCH 8360 -Advanced Qualitative Reasoning and Analysis (5 credits)

OR

RSCH 8460 -Advanced Mixed-Methods Reasoning and Analysis (5 credits)

Residency Requirements

- **Complete Residency 1 as soon as you begin your program;** should be completed within 90 days of completing your Foundations course.
- Complete Residency 2 within 18 months of your start date or linked to your registration for or completion of your first research course.
- Complete Residency 3 by the end of your third year.
- Complete Residency 4 after your prospectus is approved as follows:
 - o Residency 4 General (RESI 8404) OR
 - o Residency 4 Proposal Writing (RESI 84040) OR

- o Residency 4 Methods & Data Collection: Qualitative (RESI 8404R) OR
- o Residency 4 Methods & Data Collection: Quantitative (RESI 8404S) OR
- o Residency 4 Publishing & Presenting (RESI 8404T) OR
- o an approved professional conference (RESI 8900 for select programs only. Contact Advising for information.) OR
- o a dissertation intensive (DRWI 8500) during your 9000 course. Contact Student Success Advising to register. You must attend all sessions and advising throughout the entire intensive retreat in order to successfully complete the experience to satisfy residency 4 requirements. *NOTE: Intensive Retreats are NOT included in Fast Track tuition.*

- **Optional:** Complete a PhD dissertation intensive (DRWI 8500) during your dissertation. Contact Student Success Advising to register.

Completion of the Doctoral Dissertation

CRJS 8115 - Writing a Quality Prospectus (5 credits)

CRJS 9000 - Dissertation (5 credits per term for a minimum of 4 quarters until completion)

Students take this course for a minimum of four quarters and are continuously enrolled until completion of their dissertation with final chief academic officer (CAO) approval. In general, students are continuously registered in the dissertation course until they complete their capstone project and it is approved. This usually takes longer than the minimum required terms in the dissertation course shell.

To complete a doctoral dissertation, students must obtain the academic approval of several independent evaluators including their committee, the University Research Reviewer, and the Institutional Review Board; pass the Form and Style Review; gain approval at the oral defense stage; and gain final approval by the chief academic officer. Students must also publish their dissertation on ProQuest before their degree is conferred. Learn more about the dissertation process in the Dissertation Guidebook.

Track 2 Course Sequence

Quart	Course	Credits
Quarter 1	CRJS 8002 - Foundations of Doctoral Study	3 credits
	CRJS 8350 - History and Contemporary Issues in Criminal Justice	5 credits
Complete Residency 1 as soon as you begin your program; should be completed within 90 days of completing our Foundations course.		
Quarter 2	CRJS 8351 - Policy and Analysis in Criminal Justice Systems	5 credits
	CRJS 8352 - Leadership: Putting Theory into Practice in Criminal Justice	5 credits
<i>Walden University Student Catalog (April 2023)</i> 951 Administration		
Quarter 3	CRJS 8137 - The Nature of Crime and Criminology	5 credits

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* Students take this course for a minimum of four terms and are continuously enrolled until completion of their dissertation with final chief academic officer (CAO) approval. In general, students are continuously registered in the dissertation course until they complete their capstone project and it is approved. This usually takes longer than the minimum required terms in the dissertation course shell.

To complete a doctoral dissertation, students must obtain the academic approval of several independent evaluators including their committee, the University Research Reviewer, and the Institutional Review Board; pass the Form and Style Review; gain approval at the oral defense stage; and gain final approval by the chief academic officer. Students must also publish their dissertation on ProQuest before their degree is conferred. Learn more about the dissertation process in the Dissertation Guidebook.

General Program Track 2: Fast Track Track 2: Fast Track Option

Walden offers a Fast-Track Option. With the Fast-Track Option, students take up to three courses

Minimum Degree Requirements

- Doctoral Writing Assessment
- Professional Development Plan and Program of Study
- Foundation course (3 credits)
- Core courses (35 credits)
- Specialization courses (15 credits)
 - **Note:** The General program does not require electives or specialization courses.
- Research courses (20 credits)
- Completion of Doctoral Dissertation
 - Dissertation support course (5 credits)
 - Dissertation writing courses (5 credits per term for a minimum of three terms taken continuously until completion)
 - Quarter Plans

Walden students have up to 8 years to complete their doctoral program unless they petition for an extension.

In general, students are continuously registered in the dissertation course until they complete their capstone project and it is approved. This usually takes longer than the minimum required terms in the dissertation course shell.

To complete a doctoral dissertation, students must obtain the academic approval of several independent evaluators including their committee, the University Research Reviewer, and the Institutional Review Board; pass the Form and Style Review; gain approval at the oral defense stage; and gain final approval by the chief academic officer. Students must also publish their dissertation on ProQuest before their degree is conferred. Learn more about the dissertation process in the Dissertation Guidebook.

Note: PhD in Criminal Justice Fast-Track Option courses are identified with an ACRJ course prefix for enrollment purposes. ACRJ course descriptions align with corresponding CRJS courses, as listed below.

Quarter	Course	Credits
Quarter 1	CRJS 8002 - Foundations of Doctoral Study	3 credits
	CRJS 8350 - History and Contemporary Issues in Criminal Justice	5 credits
	CRJS 8351 - Policy and Analysis in Criminal Justice Systems	5 credits
Quarter 2	CRJS 8352 - Leadership: Putting Theory into Practice in Criminal Justice Administration	5 credits
	CRJS 8137 - The Nature of Crime and Criminology RSCH 81100	5 credits
	- Research Theory, Design, and Methods	1 credits
	CRJS 9000 - Dissertation*	
Quarter 3	CRJS 8215 - Controversies in Criminal Justice RSCH 82100 - Quantitative Reasoning and Analysis	5 credits
	CRJS 9000 - Dissertation*	1 credits
	CRJS 8217 - Technological Solutions and 21st-Century Crime	5 credits
Quarter 4	RSCH 83100 - Qualitative Reasoning and Analysis CRJS 8381 - Program Evaluation	5 credits
		5 credits
	CRJS 8115 - Writing a Quality Prospectus	5 credits
	CRJS 9000 - Dissertation**	3 credits
Quarter 5	RSCH 82600 - Advanced Quantitative Reasoning and Analysis [Inactivated 11/4/2021] OR RSCH 83600 - Advanced	5 credits
	Qualitative Reasoning and Analysis OR RSCH 84600 -Advanced	
	Mixed-Methods Reasoning and Analysis	
Quarter 5	CRJS 9000 - Dissertation	3 credits per term for a minimum of 3 terms; continuously enrolled until completion

* In quarters 2 and 3, CRJS 9000 is equivalent to ACRJ 9001A. ACRJ 9001A is a one-credit course.

** In quarter 4, CRJS 9000 is equivalent to ACRJ 9001B. ACRJ 9001B is a one-credit course.

Master of Philosophy (Embedded Degree)

Walden awards the Master of Philosophy (MPhil) degree to recognize PhD students for academic achievement leading up to their dissertation. With an MPhil, students will be able to demonstrate to employers and others that they have an advanced knowledge base in their field of study as well as proficiency in research design and evaluation.

- Students are eligible to apply for this credential while continuing their PhD program once they have completed:
 - a All required PhD core courses (or KAMs)
 - a All required PhD specialization courses (or KAMs)
 - a All required doctoral research and advanced research courses
 - o Program prospectus development course
 - a Residencies 1, 2, and 3
- A minimum 3.0 GPA is mandatory.
- The MPhil requires a minimum of 45 quarter credits. Maximum transfer of credit varies by program but is not to exceed 50% of the overall, or embedded, program requirements.

Doctoral Writing Assessment

Students who start or readmit to doctoral programs at Walden University in the university catalog for academic year 2017 or later will complete the university's required doctoral writing assessment. Designed to evaluate incoming doctoral students' writing skills, this assessment aims to help prepare incoming doctoral students to meet the university's expectations for writing at the doctoral level.

8-Year Maximum Time Frame

In general, students are continuously registered in the dissertation/doctoral study course until they complete their capstone project and it is approved. This usually takes longer than the minimum required terms in the dissertation/doctoral study course shell.

Students have up to 8 years to complete their doctoral degree requirements (see Enrollment Requirements in the student handbook). Students may petition to extend the 8-year maximum time frame, but an extension is not guaranteed.

PhD in Forensic Psychology

Students in Walden's PhD in Forensic Psychology program will explore the systems and programs that strive to create positive change in the legal system and community settings. Students can broaden their understanding of advanced forensic psychology and examine ways to evaluate programs designed for populations such as the incarcerated, recently released offenders, the mentally ill, and juvenile offenders. Walden's PhD in Forensic Psychology program offers a variety of specializations to help students meet their personal and professional goals. Students may choose from the General Program or the following specializations: Criminal Justice Self-Designed, Crisis Leadership Management, Crisis Response, Legal Issues in Forensic Psychology, Self-Designed, or Victimology.

Note on Licensure

The PhD in Forensic Psychology is not a licensure-leading program and does not prepare an individual to become a licensed psychology professional.

Learning Outcomes

As graduates of this program, students will be prepared to:

1. Evaluate behavior using psychological theory and research from a forensic psychology perspective.
2. Analyze seminal works in forensic psychology in terms of their relation to education and/or research.
3. Differentiate between advanced legal concepts pertaining to forensic psychology.
4. Integrate principles of advanced research methods to produce independent scholarly research related to forensic psychology.
5. Evaluate how assessment elements (psychological assessment, risk assessment, psychological reports) are used within forensic psychology settings.
6. Engage in decision making using relevant ethical codes (e.g., APA and Specialty Guidelines for Forensic Psychologists) in forensic work settings.
7. Promote social change through the integration of principles of forensic psychology in scholarly and/or professional activities.

Specializations

+ General Program

Students can prepare to promote social change through the integration of forensic psychology principles in scholarly and/or professional activities. They will evaluate behavior, analyze seminal works in forensic psychology, integrate principles of advanced research methods to produce independent scholarly research related to forensic psychology, and engage in decision making using relevant ethical codes. Through their coursework, students will gain the skills and insights to be successful in the top three nonclinical areas-teaching, program evaluation, and consulting-and they will benefit from dissertation support throughout their program.

Specialization Courses (15 credits)

FPSY 8511 - Treatment of Forensic Populations (5 credits) FPSY 8520 - Psychology in the Courts (5 credits)

FPSY 8521 - Police Psychology (5 credits)

+ Specialization in Criminal Justice Self-Designed

Students gain a broad understanding of the intersection between forensic psychology and criminal justice fields. This self-designed specialization allows students to create a unique learning program to deepen their knowledge of forensic psychology as well as focus on criminal justice practice and theory. Students will select specialization courses that will build their comprehension of how forensic psychology professionals, criminal justice practitioners, and victim advocates work together.

Specialization Courses (15 credits)

Students choose three courses from any Criminal Justice doctoral specialization courses.

FPSY 8100 - Critical Issues in Emergency Management (5 credits) FPSY 8171 - Theories and Frameworks for Adult Learning* (5 credits)

- Students may take this as a non-degree course.

FPSY 8177 - Using Technology to Enhance Adult Learning* (5 credits)

- Students may take this as a non-degree course.

FPSY 8200 - Risk Assessment, Preparedness, and Hazard Mitigation* (5 credits)

- Students may take this as a non-degree course.

FPSY 8217 - Technological Solutions and 21st-Century Crime* (5 credits)

- Students may take this as a non-degree course.

FPSY 8300 - Disaster Response and Recovery (5 credits)

FPSY 8320 - Public Policy Implications of Terrorism Legislation and Policies* (5 credits)

- Students may take this as a non-degree course.

FPSY 8321 - Terrorism: A Systemic Approach for Emergency Management* (5 credits)

- Students may take this as a non-degree course.

FPSY 8322 - Critical Incident Planning and Leadership* (5 credits)

- Students may take this as a non-degree course.

FPSY 8391 - Transformative Change in a Shared Power World* (5 credits)

- Students may take this as a non-degree course.

FPSY 8392 - The Language of Leadership* (5 credits)

- Students may take this as a non-degree course.

FPSY 8401 - Strategic Context of Management and Leadership* (5 credits)

- Students may take this as a non-degree course.

FPSY 8540 - Management and Leadership in a Global Context* (5 credits)

- Students may take this as a non-degree course.

FPSY 8541 - Sustainable Development for Global Communities* (5 credits)

- Students may take this as a non-degree course.

FPSY 8542 - Transformative Change in a Global Environment* (5 credits)

- Students may take this as a non-degree course.

FPSY 8764 - Instructional Design for Online Course Development* (5 credits)

- Students may take this as a non-degree course.

FPSY 8809 - Fundamentals of Law and Public Policy* (5 credits)

- Students may take this as a non-degree course.

FPSY 8811 - Legal Research for Public Policy* (5 credits)

- Students may take this as a non-degree course.

FPSY 8812 - Contemporary Cases and Issues in the Courts (5 credits)

+ Specialization in Crisis Leadership Management

Students gain leadership insights that will prepare them to effectively manage crisis situations. Students will explore definitions of leadership, major theoretical leadership models, and contextual and situational factors related to leadership and change. They will also assess traditional and current literature and complete practical exercises to learn about theories of trauma; actions and behaviors following a disaster; stress, coping, and adjustment difficulties; and psychological disorders (e.g., post-traumatic stress disorder). The focus of the coursework is on the development of culturally appropriate service-delivery programs and interventions for individuals affected or traumatized by disasters.

Specialization Courses (15 credits)

FPSY 8755 - Leadership and Leader Development (5 credits) FPSY 8740 - Disaster, Crisis, and Trauma (5 credits)

FPSY 8480 - Psychology of Organizations (5 credits)

OR

FPSY 8247 - Social Psychology* (5 credits)

- Students may take this as a non-degree course.

+ Specialization in Crisis Response

Students can discover how they 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. Students will gain insights into stress management and coping strategies and understand the impact of dealing firsthand with victims and first responders. They will also understand the phenomenon and impact of post-traumatic stress on law enforcement and their families.

Specialization Courses (15 credits)

FPSY 8521 - Police Psychology (5 credits)

FPSY 8740 - Disaster, Crisis, and Trauma (5 credits) FPSY 8748 - Stress and Coping (5 credits)

OR

FPSY 8333 - Vicarious Trauma and Compassion Fatigue (5 credits)

+ Specialization in Legal Issues in Forensic Psychology

In today's complex legal system, forensic psychology professionals are called upon to provide their expertise on issues that intersect with psychology and the law. In this specialization, students will examine probation and parole services, corrections, and their interaction in the criminal justice system. They will explore the many ways students can collaborate with the court system as they gain a basic understanding of expert testimony, jury selection, and eyewitness testimony.

Specialization Courses (15 credits)

FPSY 8522 - Psychology in the Legal System (5 credits)

FPSY 8201 - Psychological Aspects of Violent Crime (5 credits)

OR

FPSY 8202 - Criminal Investigative Analysis and Profiling (5 credits)

AND

FPSY 8203 - Victimology (5 credits)

OR

FPSY 8206 - Family Violence (5 credits)

+ Specialization in Self-Designed

Students can 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. The Self-Designed specialization allows students to create a unique learning program to deepen their understanding of forensic psychology. Students will select electives that will build their 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 as well as understanding victimization.

Specialization Courses (15 credits)

Students may choose any three 5-credit courses from other PhD in Forensic Psychology specializations.

+ Specialization in Victimology

While much of forensic psychology is focused on offender behavior, this specialization allows students to dive more deeply into the experience of the victim as well as that of first responders who may experience vicarious traumatization by working closely with victims. Through the coursework, students explore various stress disorders and corresponding treatment models.

Specialization Courses (15 credits)

FPSY 8203 - Victimology (5 credits) FPSY 8206 - Family Violence (5 credits)

OR

FPSY 6511 - Treatment of Forensic Populations (5 credits)

FPSY 8333 - Vicarious Trauma and Compassion Fatigue (5 credits)

Track 1: For Students Entering With a Related MS Degree

Minimum Degree Requirements

- Doctoral Writing Assessment
- Professional Development Plan and Program of Study
- Foundation course (3 credits)
- Core courses (25 credits)
- Research courses (10 credits)
- Specialization courses (15 credits)
- Completion of Doctoral Dissertation

- o Dissertation support courses (7 credits)
- o Dissertation writing courses (5 credits per term for a minimum of four terms; taken continuously until completion)
- Four PhD residencies

Curriculum

Foundation Course (3 credits)

FPSY 8002 - Foundations of Graduate Study in Psychology (3 credits)

Core Courses (25 credits)

FPSY 8102 - Intersection of Crime, Psychology, and the Law (5 credits)

FPSY 8126 - Understanding Violence, Risk, and Threat Assessment (5 credits) FPSY 8400 -Advanced Issues in Forensic Psychology (5 credits)

FPSY 8412 - Research Foundations (5 credits)

FPSY 8910 - Legal Issues and Social Change in Forensic Psychology (5 credits)

Research Courses (10 credits)

RSCH 8260 -Advanced Quantitative Reasoning and Analysis (5 credits) RSCH 8360 -Advanced Qualitative Reasoning and Analysis (5 credits)

Specialization Courses (15 credits)

See each specialization page for the list of courses for that specialization.

Residency Requirements

- Residency 1 - Complete Residency 1 as soon as you begin your program; should be completed in Term 1 or Term 2.
- Residency 2 - Complete Residency 2 at the beginning of your second year, around the time of second research course.
- Residency 3 - Complete Residency 3 once you have a prospectus in Walden's review system.
- Residency 4 -Complete Residency 4 after your prospectus is approved as follows:
 - o Residency 4 General (RESI 8404) OR
 - o Residency 4 Proposal Writing (RESI 84040) OR
 - o Residency 4 Methods & Data Collection: Qualitative (RESI 8404R) OR
 - o Residency 4 Methods & Data Collection: Quantitative (RESI 8404S) OR
 - o Residency 4 Publishing & Presenting (RESI 8404T) OR
 - o an approved professional conference (RESI 8900 for select programs only. Contact Advising for information.) OR
 - o a dissertation intensive (DRWI 8500) during your 9000 course. Contact Student Success Advising to register. You must attend all sessions and advising throughout the entire intensive retreat in order to successfully complete the experience to satisfy residency 4 requirements. *NOTE: Intensive Retreats are NOT included in Fast Track tuition.*

- **Optional:** Complete a dissertation intensive (DRWI 8500) during FPSY 9000. Contact Student Success Advising to register. **Note:** *Intensives are not included in Fast Track tuition.*

Completion of the Doctoral Dissertation

FPSY 8115 - Writing a Quality Prospectus in Psychology (5 credits)

OR

FPSY 8185 - Writing a Quality Prospectus in Psychology (5 credits)

AND

FPSY 8700 - Dissertation Literature Review Lab (2 credits)

FPSY 9000 - Dissertation (5 credits per term for a minimum of 4 quarters until completion)

Students take this course for a minimum of four quarters and are continuously enrolled until completion of their dissertation with final chief academic officer (CAO) approval. In general, students are continuously registered in the dissertation course until they complete their capstone project and it is approved. This usually takes longer than the minimum required terms in the dissertation course shell.

To complete a doctoral dissertation, students must obtain the academic approval of several independent evaluators including their committee, the University Research Reviewer, and the Institutional Review Board; pass the Form and Style Review; gain approval at the oral defense stage; and gain final approval by the chief academic officer. Students must also publish their dissertation on ProQuest before their degree is conferred. Learn more about the dissertation process in the Dissertation Guidebook.

Course Sequence for Students Entering With an MS Degree

er	Quart	Course	Credits
	Quarter 1	FPSY 8002 - Foundations of Graduate Study in Psychology	3 credits
		FPSY 8102 - Intersection of Crime, Psychology, and the Law	5 credits
Complete Residency 1 as soon as you begin your program; should be completed in Term 1 or Term 2.			
	Quarter 2	FPSY 8412 - Research Foundations	5 credits
		OR	
		RSCH 8210 - Quantitative Reasoning and Analysis	
		OR	
		RSCH 8310 - Qualitative Reasoning and Analysis	
		Specialization Course	5 credits
	Quarter 3	RSCH 8360 - Advanced Qualitative Reasoning and Analysis	5 credits
		Specialization Course	5-6 credits
Complete Residency 2 at the beginning of your second year, around the time of second research course.			
	Quarter 4	RSCH 8260 - Advanced Quantitative Reasoning and Analysis	5 credits

	FPSY 8126 - Understanding Violence, Risk, and Threat Assessment	5 credits
Quarter 5	Specialization Course	5-6 credits
	FPSY 8910 - Legal Issues and Social Change in Forensic Psychology	5 credits
Quarter 6	FPSY 8700 - Dissertation Literature Review Lab	2 credits
	FPSY 8400 - Advanced Issues in Forensic Psychology	5 credits
Quarter 7	FPSY 8115 - Writing a Quality Prospectus in Psychology OR FPSY 8185 - Writing a Quality Prospectus in Psychology	5 credits
	Complete Residency 3 once you have a prospectus in Walden's review system.	
	FPSY 9000 - Dissertation*	5 credits per term for a minimum o
Quarter	Course	Credits
		4 terms; taken continuously
Complete	Residency 4 after your prospectus is approved as follows:	until completion

- Residency 4 General (RESI 8404) OR
- Residency 4 Proposal Writing (RESI 84040) OR
- Residency 4 Methods & Data Collection: Qualitative (RESI 8404R) OR
- Residency 4 Methods & Data Collection: Quantitative (RESI 8404S) OR
- Residency 4 Publishing & Presenting (RESI 8404T) OR
- an approved professional conference (RESI 8900 for select programs only. Contact Advising for information.) OR
- a dissertation intensive (DRWI 8500) during your 9000 course. Contact Student Success Advising to

* Students take this course for a minimum of four quarters and are continuously enrolled until completion of their dissertation with final chief academic officer (CAO) approval. In general, students are continuously registered in the dissertation course until they complete their capstone project and it is approved. This usually takes longer than the minimum required terms in the dissertation course shell.

To complete a doctoral dissertation, students must obtain the academic approval of several independent evaluators including their committee, the University Research Reviewer, and the Institutional Review Board; pass the Form and Style Review; gain approval at the oral defense stage; and gain final approval by the chief academic officer. Students must also publish their dissertation on ProQuest before their degree is conferred. Learn more about the dissertation process in the Dissertation Guidebook.

Fast Track Option

Walden offers a Fast-Track Option. With the Fast-Track Option, students take additional courses and begin their dissertation early to expedite their path through the program.

Minimum Degree Requirements

- Doctoral Writing Assessment
- Professional Development Plan and Program of Study
- Foundation course (3 credits)
- Core courses (25 credits)
- Research courses (10 credits)
- Specialization courses (15 credits)
- Completion of Doctoral Dissertation
 - Dissertation support courses (7 credits)
 - Dissertation writing courses (continuously enrolled until completion)
- Four PhD residencies Students must also
- Pass a writing assessment.
- Submit an application essay.
- Maintain a 3.0 GPA.

Walden students have up to 8 years to complete their doctoral program unless they petition for an extension.

In general, students are continuously registered in the dissertation/doctoral study course until they complete their capstone project and it is approved. This usually takes longer than the minimum required terms in the dissertation study course shell.

To complete a doctoral dissertation, students must obtain the academic approval of several independent evaluators including their committee, the University Research Reviewer, and the Institutional Review Board; pass the Form and Style Review; gain approval at the oral defense stage; and gain final approval by the chief academic officer. Students must also publish their dissertation on ProQuest before their degree is conferred. Learn more about the dissertation process in the Dissertation Guidebook.

Fast Track Course Sequence

Note: PhD in Forensic Psychology Fast-Track Option courses are identified with an APSY course prefix for enrollment purposes. APSY course descriptions align with corresponding FPSY courses, as listed below.

Students undertake courses in the following sequence.

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Quarter	Course	Credits
	Quarter FPSY 8002 - Foundations of Graduate Study in Psychology	3 credits
1	_____	_____
	_____	Comp
Complete Residency 1 as soon as you begin your program.		
	FPSY 8102 - Intersection of Crime, Psychology, and the Law	5 credits
	FPSY 8412 - Research Foundations OR RSCH 82100 -	5 credits
	Quantitative Reasoning and Analysis OR RSCH 83100 -	_____
	Qualitative Reasoning and Analysis	_____
Complete Residency 2 around the time of second research course.		
	FPSY 9000 - Dissertation *	1 credits
	Quarter APSY 8XXX Specialization Course 1	5 credits
2	_____	_____
	_____	RSC
	PSY 8360 - Advanced Qualitative Reasoning and Analysis APSY 8XXX	5 credits
	Specialization Course 2	1 credits
	FPSY 9000 - Dissertation *	_____
	Quarter FPSY 8126 - Understanding Violence, Risk, and Threat	5 credits
3	_____	_____
	_____	Asse
	_____	5 credits
	APSY 8XXX Specialization Course 3	2 credits

* FPSY 9000 aligns with APSY 9000A Dissertation Prep.

** FPSY 9000 aligns with APSY 9000B Dissertation Prep.

Track 2: For Students Entering With a BS Degree or Unrelated MS Degree

Minimum Degree Requirements

- Doctoral Writing Assessment
- Professional Development Plan and Program of Study
- Foundation Course (3 credits)
- Core courses (45 credits)
- Research courses (20 credits)
- Specialization courses (15 credits)
- Completion of Doctoral Dissertation
 - Dissertation support courses (7 credits)
 - Dissertation writing courses (5 credits per term for a minimum of four terms; taken continuously until completion)
- Four PhD residencies

Curriculum

Foundation Course (3 credits)

FPSY 8002 - Foundations of Graduate Study in Psychology (3 credits)

Core Courses (45 credits)

FPSY 8116 - Understanding Forensic Psychology Research (5 credits)

FPSY 8126 - Understanding Violence, Risk, and Threat Assessment (5 credits) FPSY 8135 - Criminal Behavior (5 credits)

FPSY 8214 - Consulting for Organizational Change (5 credits) FPSY 8252 - Themes and Theories of Psychology (5 credits) FPSY 8314 - Program Evaluation (5 credits)

FPSY 8400 -Advanced Issues in Forensic Psychology (5 credits) FPSY 8720 -Abnormal Behavior (5 credits)

FPSY 8762 - Teaching of Psychology (5 credits)

Research Courses (20 credits)

RSCH 8210 - Quantitative Reasoning and Analysis* (5 credits)

- Students may take this as a non-degree course.

RSCH 8260 -Advanced Quantitative Reasoning and Analysis (5 credits) RSCH 8310 - Qualitative Reasoning and Analysis* (5 credits)

- Students may take this as a non-degree course.

RSCH 8360 -Advanced Qualitative Reasoning and Analysis (5 credits)

Specialization Courses (15 credits)

See each specialization page for the list of courses for that specialization.

Residency Requirements

- Residency 1 - Complete Residency 1 as soon as you begin your program; should be completed in term 1 or term 2.
- Residency 2 - Complete Residency 2 at the beginning of your second year, around the time of second research course (RSCH 8310).
- Residency 3 - Complete Residency 3 once you have a prospectus in Walden's review system.

- Residency 4 -Complete Residency 4 after your prospectus is approved as follows:
 - o Residency 4 General (RESI 8404) OR
 - o Residency 4 Proposal Writing (RESI 8404Q) OR
 - o Residency 4 Methods & Data Collection: Qualitative (RESI 8404R) OR
 - o Residency 4 Methods & Data Collection: Quantitative (RESI 8404S) OR
 - o Residency 4 Publishing & Presenting (RESI 8404T) OR
 - o an approved professional conference (RESI 8900 for select programs only. Contact Advising for information.) OR
 - o a dissertation intensive (DRWI 8500) during your 9000 course. Contact Student

Success Advising to register. You must attend all sessions and advising throughout the entire intensive retreat in order to successfully complete the experience to satisfy residency 4 requirements. *NOTE: Intensive Retreats are NOT included in Fast Track tuition.*

- **Optional:** Complete a dissertation intensive (DRWI 8500) during FPSY 9000. Contact Student Success Advising to register. **Note: Intensives are not included in Fast Track tuition.**

Completion of the Doctoral Dissertation

FPSY 8115 - Writing a Quality Prospectus in Psychology (5 credits)

OR

FPSY 8185 - Writing a Quality Prospectus in Psychology (5 credits)

AND

FPSY 8700 - Dissertation Literature Review Lab (2 credits)

FPSY 9000 - Dissertation (5 credits per term for a minimum of 4 quarters until completion)

Students take this course for a minimum of four quarters and are continuously enrolled until completion of their dissertation with final chief academic officer (CAO) approval. In general, students are continuously registered in the dissertation course until they complete their capstone project and it is approved. This usually takes longer than the minimum required terms in the dissertation course shell.

To complete a doctoral dissertation, students must obtain the academic approval of several independent evaluators including their committee, the University Research Reviewer, and the Institutional Review Board; pass the Form and Style Review; gain approval at the oral defense stage; and gain final approval by the chief academic officer. Students must also publish their dissertation on ProQuest before their degree is conferred. Learn more about the dissertation process in the Dissertation Guidebook.

Course Sequence

Quarter	Course	Credits
Quarter 1	FPSY 8002 - Foundations of Graduate Study in Psychology	3 credits
	FPSY 8252 - Themes and Theories of Psychology	5 credits

Complete Residency 1 as soon as you begin your program; should be completed in Term 1 or Term 2.			
Quarter 2	FPSY 8720 - Abnormal Behavior		5 credits
	FPSY 8135 - Criminal Behavior		5 credits
Quarter 3	FPSY 8116 - Understanding Forensic Psychology Research		5 credits
	FPSY 8126 - Understanding Violence, Risk, and Threat Assessment		5 credits
Quarter 4	FPSY 8762 - Teaching of Psychology		5 credits
	RSCH 8210 - Quantitative Reasoning and Analysis		5 credits
Quarter 5	Specialization Course		5 credits
	Complete Residency 2 at the beginning of your second year, around the time of second research course (RSCH 8310). RSCH 8310 - Qualitative Reasoning and Analysis		5 credits
Quarter 6	FPSY 8314 - Program Evaluation		5 credits
	RSCH 8260 - Advanced Quantitative Reasoning and Analysis		5 credits
Quarter 7	Specialization Course		5--6 credits
	RSCH 8360 - Advanced Qualitative Reasoning and Analysis		5 credits
Quarter 8	FPSY 8700 - Dissertation Literature Review Lab		2 credits
	FPSY 8400 - Advanced Issues in Forensic Psychology		5 credits
Quarter 9	FPSY 8214 - Consulting for Organizational Change		5 credits
	Specialization Course		5--6 credits
Quarter 10+	FPSY 8115 - Writing a Quality Prospectus in Psychology OR FPSY 8185 -5 credits		
	Writing a Quality Prospectus in Psychology Complete Residency 3 once you have a prospectus in Walden's review system.		
	FPSY 9000 - Dissertation*		5 credits per term for a minimum of 4 terms; taken continuously until completion
Quarter	Course	Credits	
Complete Residency 4 after your prospectus is approved as follows:			
<ul style="list-style-type: none"> • Residency 4 General (RESI 8404) OR • Residency 4 Proposal Writing (RESI 8404Q) OR • Residency 4 Methods & Data Collection: Qualitative (RESI 8404R) OR • Residency 4 Methods & Data Collection: Quantitative (RESI 8404S) OR • Residency 4 Publishing & Presenting (RESI 8404T) OR ! • an approved professional conference (RESI 8900 for select programs only. Contact Advising for information.) OR 			

* Students take this course for a minimum of four quarters and are continuously enrolled until completion of their dissertation with final chief academic officer (CAO) approval. In general, students are continuously registered in the dissertation course until they complete their capstone project and it is approved. This usually takes longer than the minimum required terms in the dissertation course shell.

To complete a doctoral dissertation, students must obtain the academic approval of several independent evaluators including their committee, the University Research Reviewer, and the Institutional Review Board; pass the Form and Style Review; gain approval at the oral defense stage; and gain final approval by the chief academic officer. Students must also publish their dissertation on ProQuest before their degree is conferred. Learn more about the dissertation process in the Dissertation Guidebook.

Fast Track Option

Walden offers a Fast-Track Option. With the Fast-Track Option, students take additional courses and begin their dissertation early to expedite their path through the program.

Minimum Degree Requirements

- Doctoral Writing Assessment
- Professional Development Plan and Program of Study
- Foundation course (3 credits)
- Core courses (45 credits)
- Research courses (20 credits)
- Specialization courses (15 credits)
- Completion of Doctoral Dissertation
 - Dissertation support courses (7 credits)
 - Dissertation writing courses (continuously enrolled until completion)
- Four PhD residencies In addition, students must
- Pass a writing assessment.
- Submit an application essay.
- Maintain a 3.0 GPA.

Walden students have up to 8 years to complete their doctoral program unless they petition for an extension.

In general, students are continuously registered in the dissertation course until they complete their capstone project and it is approved. This usually takes longer than the minimum required terms in the dissertation course shell.

To complete a doctoral dissertation, students must obtain the academic approval of several independent evaluators including their committee, the University Research Reviewer, and the Institutional Review Board; pass the Form and Style Review; gain approval at the oral defense stage; and gain final approval by the chief academic officer. Students must also publish their dissertation on ProQuest before their degree is conferred. Learn more about the dissertation process in the Dissertation Guidebook.

Fast Track Course Sequence

Note: PhD in Forensic Psychology Fast-Track Option courses are identified with an APSY course prefix for enrollment purposes. APSY course descriptions align with corresponding FPSY courses, as listed below.

Quarter	Course	Credits
Quarter 1	FPSY 8002 - Foundations of Graduate Study in Psychology	3 credits
<hr/> Complete Residency 1 as soon as you begin your program; should be completed in Term 1 or Term 2.		
	FPSY 8252 - Themes and Theories of Psychology	5 credits
	FPSY 8720 - Abnormal Behavior*	5 credits

Quarter	Course	Credits
	Quarter FPSY 8135 - Criminal Behavior	5 credits
	2 FPSY 8116 - Understanding Forensic Psychology Research Violence, Risk, and Threat	5 credits
	FPSY 8126 - Understanding Assessment	5 credits
	FPSY 9000 - Dissertation **	1 credits
	Quarter FPSY 8762 - Teaching of Psychology	5 credits
	3 Analysis	RSCH 8210 - Quantitative Reasoning and 5 credits
		APSY 8XXX Specialization #1 5 credits
	FPSY 9000 - Dissertation **	1 credits
	Quarter RSCH 8310 - Qualitative Reasoning and Analysis	5 credits
	4	Complete Residency 2 at the beginning of your second year, around the time of second research course (RSCH 8310).
	FPSY 8314 - Program Evaluation	5 credits
	RSCH 8260 - Advanced Quantitative Reasoning and Analysis	5 credits
	FPSY 9000 - Dissertation **	1 credits
	Quarter APSY 8XXX Specialization #2	5 credits
	5 RSCH 8360 - Advanced Qualitative Reasoning and Analysis	5 credits
	FPSY 8700 - Dissertation Literature Review Lab	2 credits
	FPSY 8400 - Advanced Issues in Forensic Psychology	5 credits
	FPSY 9000 - Dissertation **	1 credits
	Quarter FPSY 8214 - Consulting for Organizational Change	5 credits
	6 APSY 8XXX Specialization #3	5 credits
	FPSY 8115 - Writing a Quality Prospectus in Psychology OR 5 credits FPSY 8185 - Writing a Quality Prospectus in Psychology	
	Complete Residency 3 once you have a prospectus in Walden's review system.	
	FPSY 9000 - Dissertation **	1 credits
	Complete Residency 4 while in the development stage of your Proposal:	
	<ul style="list-style-type: none"> • residency (RESI 8404) OR • an approved professional conference (RESI 8900 based on program availability) OR • a dissertation intensive (DRWI 8500) during FPSY 9000 to progress toward completion and defense of the dissertation. Contact Student Success Advising to register. Note: Intensives are not included in 	

Fast Track tuition.

Quarter FPSY 9000 - Dissertation

5 credits per term for a minimum of 3

7+

terms; taken continuously until completion

! Optional: Complete a dissertation intensive (DRWI 8500) during FPSY 9000. Contact Student Success

Advising to register. Note: Intensives are not included in Fast Track tuition.

* FPSY 8720 aligns with APSY 8722 Abnormal Behavior.

** FPSY 9000 aligns with APSY 9000A Dissertation Prep.

Master of Philosophy (Embedded Degree)

Walden awards the Master of Philosophy (MPhil) degree to recognize PhD students for academic achievement leading up to their dissertation. With an MPhil, students will be able to demonstrate to employers and others that they have an advanced knowledge base in their field of study as well as proficiency in research design and evaluation.

- Students are eligible to apply for this credential while continuing their PhD program once they have completed:
 - a All required PhD core courses (or KAMs)
 - a All required PhD specialization courses (or KAMs)
 - a All required doctoral research and advanced research courses
 - a Program prospectus development course
 - a Residencies 1, 2, and 3
- A minimum 3.0 GPA is mandatory.
- The MPhil requires a minimum of 45 quarter credits. Maximum transfer of credit varies by program but is not to exceed 50% of the overall, or embedded, program requirements.

Doctoral Writing Assessment

Doctoral Writing Assessment

Students who start or readmit to doctoral programs at Walden University in the university catalog for academic year 2017 or later will complete the university's required doctoral writing assessment. Designed to evaluate incoming doctoral students' writing skills, this assessment aims to help prepare incoming doctoral students to meet the university's expectations for writing at the doctoral level.

8-Year Maximum Time Frame

In general, students are continuously registered in the dissertation/doctoral study course until they complete their capstone project and it is approved. This usually takes longer than the minimum required terms in the dissertation/doctoral study course shell.

Students have up to 8 years to complete their doctoral degree requirements (see Enrollment Requirements in the student handbook). Students may petition to extend the 8-year maximum time frame, but an extension is not guaranteed.

Crisis Response

Students can discover how they 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. Students will gain insights into stress management and coping strategies and understand the impact of dealing firsthand with victims and first responders. They will also understand the phenomenon and impact of post-traumatic stress on law enforcement and their families.

Specialization Courses (15 credits)

FPSY 8521 - Police Psychology (5 credits)

FPSY 8740 - Disaster, Crisis, and Trauma (5 credits) FPSY 8748 - Stress and Coping (5 credits)

OR

FPSY 8333 - Vicarious Trauma and Compassion Fatigue (5 credits)

PhD 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 PhD in Human and Social 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.

Note on Licensure

The PhD in Human and Social Services program, including its specializations, is not designed to lead to professional licensure including licensure as a professional therapist, counselor, social worker, or psychologist.

Learning Outcomes

At the end of the program, students will be able to:

1. Develop strategies for assessing the needs of diverse populations based on human services theory and research.
2. Make ethical decisions based on the needs of diverse populations.
3. Conduct original research in human services to promote positive social change.
4. Advocate for individuals who are seeking human services supports.
5. Communicate effectively with others to promote the effective delivery of human services.
6. Develop a professional identity as a human services researcher.

Specialization Courses Specialization Courses (15 credits)

These courses are dependent upon the particular specialization. Please see the course list on each specialization page. For the elective courses, students choose from any PhD in Human Services specialization courses.

+ Specialization in General Program

Note on Licensure

The PhD in Human Services program, including its specializations, is not designed to lead to professional licensure including licensure as a professional therapist, counselor, social worker, or psychologist.

Students can create their own learning experience through the General Program. They will have the flexibility to design a program that may include courses on criminal justice, clinical studies, or child and family services. Students will explore the topics that interest them most and that closely match their personal and professional goals.

Specialization Courses (15 credits)

HUMN 8XXX - Elective

HUMN 8237 -Advanced Program Evaluation (5 credits)

HUMN 8338 - Crisis, Trauma, and Disaster Response (5 credits)

Fast-Track Option Program of Study (For Students Entering With an MS Degree [Track 1])

Walden offers a Fast-Track Option. With the Fast-Track Option, students take up to three courses and a dissertation preparatory course to expedite their path through the program.

Minimum Degree Requirements

- Doctoral Writing Assessment
- Professional Development Plan and Program of Study
- Foundation course (3 credits)
- Core courses (25 credits)
- Specialization or Elective courses (15 credits)
- Research courses (20 credits)
- Completion of the Doctoral Dissertation
 - Dissertation support course (5 credits)
 - Dissertation writing courses (continuous enrollment in 5 credits per term for a minimum of 4 terms until completion)
 - Quarter Plans
- Four residencies Students must also
- Pass a writing assessment.
- Submit an application essay.
- Maintain a 3.0 GPA.

Walden students have 8 years to complete their doctoral program unless they petition for an extension.

In general, students are continuously registered in the dissertation course until they complete their capstone project and it is approved. This usually takes longer than the minimum required terms in the dissertation course shell.

To complete a doctoral dissertation, students must obtain the academic approval of several independent evaluators including their committee, the University Research Reviewer, and the Institutional Review Board; pass the Form and Style Review; gain approval at the oral defense stage; and gain final approval by the chief academic officer. Students must also publish their dissertation on ProQuest before their degree is conferred. Learn more about the dissertation process in the Dissertation Guidebook.

Course Sequence

The recommended course sequence is as follows:

Quarter	Course	Credits
Quarter 1	HUMN 8000 - Foundations of Graduate Study in Human Services	3 credits
	HUMN 8150 - Helping Individuals, Organizations, and Communities: Introduction to Human Services	5 credits
	RSCH 8110 - Research Theory, Design, and Methods	5 credits
	Residency	
Quarter 2	HUMN 8210 - Management and Leadership Development in Human and Social Services	5 credits
	RSCH 8210 - Quantitative Reasoning and Analysis	5 credits
	AHUM 9001A- Dissertation	1 credits
	Residency	
Quarter 3	Specialization or Elective Course	5 credits
	RSCH 8310 - Qualitative Reasoning and Analysis	5 credits
	AHUM 9001A- Dissertation	1 credits
	HUMN 8237 -Advanced Program Evaluation	5 credits
	Residency	
Quarter 4	Specialization or Elective Course	5 credits
	HUMN 8207 - Grant Writing	5 credits
	HUMN 8550 - Preparing for Dissertation	5 credits
	AHUM 9001A- Dissertation	5 credits
Quarter 5	Residency	1 credits
	Specialization or Elective Course	5 credits
	AHUM 9001B - Dissertation	2 credits
	RSCH 8260 - Advanced Quantitative Reasoning and Analysis	5 credits
	OR RSCH 8360 - Advanced Qualitative Reasoning and Analysis OR RSCH 8460 -	
	Advanced Mixed-Methods Reasoning and Analysis	
	Residency	
Quarter 6	HUMN 9001 - Dissertation	5 credits per term for a minimum of 3 terms; taken continuously until completion

+ Specialization in Advanced Research

Note on Licensure

The PhD in Human and Social Services program, including its specializations, is not designed to lead to professional licensure including licensure as a professional therapist, counselor, social worker, or psychologist.

In this specialization, students explore advanced qualitative, quantitative, and mixed-method research methodologies. They can develop the skills to collect and analyze complex data and to apply this knowledge to the field of human services and the study of diverse populations. Students can prepare you for a career in consulting, providing ongoing research, and evaluation of human services for policy makers and government organizations.

Specialization Courses (15 credits)

HUMN 8237 -Advanced Program Evaluation (5 credits) And select two from the following:

RSCH 8260 -Advanced Quantitative Reasoning and Analysis (5 credits)

OR

RSCH 8360 -Advanced Qualitative Reasoning and Analysis (5 credits)

OR

RSCH 8460 -Advanced Mixed-Methods Reasoning and Analysis (5 credits)

Fast-Track Option Program of Study (For Students Entering With an MS Degree [Track 1])

Walden offers a Fast-Track Option. With the Fast-Track Option, students take up to three courses and a dissertation preparatory course to expedite their path through the program.

Minimum Degree Requirements

- Doctoral Writing Assessment
- Professional Development Plan and Program of Study
- Foundation course (3 credits)
- Core courses (25 credits)
- Specialization or Elective courses (15 credits)
- Research courses (20 credits)
- Completion of the Doctoral Dissertation
 - Dissertation support course (5 credits)
 - Dissertation writing courses (continuous enrollment in 5 credits per term for a minimum of 4 terms until completion)
 - Quarter Plans
- Four residencies Students must also
- Pass a writing assessment.
- Submit an application essay.
- Maintain a 3.0 GPA.

Walden students have 8 years to complete their doctoral program unless they petition for an extension.

In general, students are continuously registered in the dissertation course until they complete their capstone project and it is approved. This usually takes longer than the minimum required terms in the dissertation course shell.

To complete a doctoral dissertation, students must obtain the academic approval of several independent evaluators including their committee, the University Research Reviewer, and the Institutional Review Board; pass the Form and Style Review; gain approval at the oral defense stage; and gain final approval by the chief academic officer. Students must also

publish their dissertation on ProQuest before their degree is conferred. Learn more about the dissertation process in the Dissertation Guidebook.

Course Sequence

Students undertake courses in the following sequence.

Quarter	Course	Credits
1	Quarter ——— HUMN 8000 - Foundations of Graduate Study in Human Services ———	3 credits
	HUMN 8150 - Helping Individuals, Organizations, and Communities: Introduction to Human Services	5 credits
	RSCH 8110 - Research Theory, Design, and Methods	5 credits
	Quarter HUMN 8210 - Management and Leadership Development in Human and Social Services	5 credits
3	RSCH 8210 - Quantitative Reasoning and Analysis	5 credits
	AHUM 9001A- Dissertation Residency	1 credits
	Quarter Specialization or Elective Course	5 credits
	RSCH 8310 - Qualitative Reasoning and Analysis	5 credits
	AHUM 9001A- Dissertation HUMN 8237 -Advanced Program Evaluation Residency	1 credits 5 credits
4	Quarter Specialization or Elective Course	5 credits
	HUMN 8207 - Grant Writing	5 credits
	HUMN 8550 - Preparing for Dissertation	5 credits
	AHUM 9001A- Dissertation Residency	1 credits

Quarter	Course	Credits
Quarter 5	Specialization or Elective Course	5 credits
	AHUM 9001B - Dissertation	2 credits
	RSCH 8260 - Advanced Quantitative Reasoning and Analysis OR RSCH	5 credits
	8360 - Advanced Qualitative Reasoning and Analysis OR RSCH	
	8460 - Advanced Mixed-Methods Reasoning and Analysis	
Residency		
Quarter 6	HUMN 9001 - Dissertation	5 credits per term for a minimum of 3 terms; taken continuously until completion

+ Specialization in Community and Social Services

Note on Licensure

The PhD in Human and Social Services program, including its specializations, is not designed to lead to professional licensure including licensure as a professional therapist, counselor, social worker, or psychologist.

Students taking this specialization are prepared to work in community social services in nonlicensure roles. They will study strategies to promote well-being in a variety of settings, including schools, communities, and organizations. Through their courses, students also explore the theoretical, ethical, social, political, and cultural factors that influence social services programs. They will learn how to identify the needs of individuals and families and help these clients navigate services in their communities.

Taking this specialization can help prepare students for a career as a community case worker, program coordinator, or nonclinical social services worker in an agency.*

***Note:** Career options may require additional experience, training, or other factors beyond the successful completion of this degree program.

Specialization Courses (15 credits)

HUMN 8810 - Community Psychology (5 credits)

HUMN 8340 - Crossing Borders: U.S. and International NGO Cultures and Environments (5 credits)

HUMN 8237 -Advanced Program Evaluation (5 credits)

+ Specialization in Criminal Justice

Note on Licensure

The PhD in Human and Social Services program, including its specializations, is not designed to lead to professional licensure including licensure as a professional therapist, counselor, social worker, or psychologist.

Several factors contribute to criminal behavior in modern society, from homelessness to substance abuse to poverty. In the Criminal Justice specialization, students can explore traditional and contemporary intervention and rehabilitation approaches for both offenders and victims. By examining the factors that contribute to criminal behavior, students can identify the key challenges facing the criminal justice system today-and what you as a human services professional can do to help address these problems. Students in this program progress to a dissertation that will add to the body of knowledge in the field of criminal justice.

Students taking this specialization can be prepared to lead programs within prisons and/or within probation and parole departments. Other career opportunities include policy and planning in the Bureau of Prisons, the Department of Justice, or halfway and rehabilitation programs.

Specialization Courses (15 credits)

HUMN 8350 - Historical and Contemporary Issues in Criminal Justice (5 credits) HUMN 8237 -Advanced Program Evaluation (5 credits)

HUMN 8353 - Forensic Applications in Community Settings (5 credits)

+ Specialization in Disaster, Crisis, and Intervention

Note on Licensure

The PhD in Human and Social Services program, including its specializations, is not designed to lead to professional licensure including licensure as a professional therapist, counselor, social worker, or psychologist.

In this specialization, students can examine the theory and strategies to respond to the initial needs of a community in an emergency situation and how to assist victims and caregivers after the initial crisis has passed. They can study the skills and practices specific to crisis counseling, including theories of crisis intervention and models for working with different populations. Students examine the actions and behaviors that follow a disaster; address stress, coping, and adjustment difficulties; and study psychological disorders such as post-traumatic stress disorder. Through their coursework, students have the opportunity to explore a crisis at the community and regional levels and design a crisis plan to prepare for future emergencies. Students taking this specialization also address the psychology and impact of terrorism on communities. Students' dissertations will focus on adding to the body of knowledge in this field.

Demand for professionals trained in this relatively new discipline is anticipated to be high, as evidenced by the number of job openings in crisis management and emergency planning.

Specialization Courses (15 credits)

HUMN 8145 - Crisis Management (5 credits)

HUMN 8338 - Crisis, Trauma, and Disaster Response (5 credits) HUMN 8237 -Advanced Program Evaluation (5 credits)

+ Specialization in Family Studies and Interventions

With the Family Studies and Intervention specialization, students gain an understanding of the use of advanced clinical theory and research methodology within a unique, client-centered ecological context. They study a broad spectrum of theoretical and clinical approaches to intervention, which emphasize the special needs of ethnic and racial minorities; gay, lesbian, and transgender individuals; and single-parent and low-income families. Students will gain skills in developing multimodal therapeutic approaches and recognizing special treatment considerations within a diverse client delivery system.

With this specialization, graduates can pursue careers such as community worker in family agencies, special needs assessment worker, and food and housing worker. Family Studies and Intervention graduates are particularly skilled at developing multimodal therapeutic approaches and recognizing special treatment considerations within a diverse client delivery system.

Specialization Courses (15 credits)

HUMN 8164 - Crisis and Family Interventions* (5 credits)

- Students may take this as a non-degree course.

HUMN 8237 -Advanced Program Evaluation (5 credits)

HUMN 8815 - Introduction to Dimensions of Contemporary Aging (5 credits)

Fast-Track Option Program of Study (For Students Entering With an MS Degree [Track 1])

Walden offers a Fast-Track Option. With the Fast-Track Option, students take up to three courses and a dissertation preparatory course to expedite their path through the program.

Minimum Degree Requirements

- Doctoral Writing Assessment
- Professional Development Plan and Program of Study
- Foundation course (3 credits)
- Core courses (25 credits)
- Specialization or Elective courses (15 credits)
- Research courses (20 credits)
- Completion of the Doctoral Dissertation
 - Dissertation support course (5 credits)
 - Dissertation writing courses (continuous enrollment in 5 credits per term for a minimum of 4 terms until completion)
 - Quarter Plans
- Four residencies Students must also
- Pass a writing assessment.
- Submit an application essay.
- Maintain a 3.0 GPA.

Walden students have 8 years to complete their doctoral program unless they petition for an extension.

In general, students are continuously registered in the dissertation course until they complete their capstone project and it is approved. This usually takes longer than the minimum required terms in the dissertation course shell.

To complete a doctoral dissertation, students must obtain the academic approval of several independent evaluators including their committee, the University Research Reviewer, and the Institutional Review Board; pass the Form and Style Review; gain approval at the oral defense stage; and gain final approval by the chief academic officer. Students must also publish their dissertation on ProQuest before their degree is conferred. Learn more about the dissertation process in the Dissertation Guidebook.

Course Sequence

Students undertake courses in the following sequence.

Quarter	Course	Credits
Quarter	HUMN 8000 - Foundations of Graduate Study in Human	3 credits
	Services HUMN 8150 - Helping Individuals, Organizations, and	5 credits
	Communities: Introduction to Human Services	5 credits
	RSCH 8110 - Research Theory, Design, and Methods	

Quarter	Course	Credits
Quarter 2	HUMN 8210 - Management and Leadership Development in	5 credits
	Human and	5 credits
	Social Services	1 credits
	RSCH 8210 - Quantitative Reasoning and Analysis AHUM	
	9001A- Dissertation Residency	
Quarter 3	Specialization or Elective Course	5 credits
	RSCH 8310 - Qualitative Reasoning and Analysis AHUM 9001A-	5 credits
	Dissertation	1 credits
	HUMN 8237 -Advanced Program Evaluation Residency	5 credits
Quarter 4	Specialization or Elective Course HUMN 8207 - Grant Writing	5 credits
	HUMN 8550 - Preparing for Dissertation AHUM 9001A-	5 credits
	Dissertation	5 credits
	Residency	1 credits
Quarter 5	Specialization or Elective Course	5 credits
	AHUM 9001B - Dissertation	2 credits
	RSCH 8260 - Advanced Quantitative Reasoning and Analysis OR RSCH 8360 - Advanced Qualitative Reasoning and Analysis OR RSCH 8460 - Advanced Mixed-Methods Reasoning and Analysis	5 credits
	Residency	
Quarter 6	HUMN 9001 - Dissertation	5 credits per term for a minimum of 3 terms; taken continuously until completion

+ Specialization in Higher Education

Note on Licensure

The PhD in Human and Social Services program, including its specializations, is not designed to lead to professional licensure including licensure as a professional therapist, counselor, social worker, or psychologist.

In this specialization, students can gain a broad understanding of the current educational environment and explore theories and best practices in adult learning. They will also explore teaching strategies, instructional design, and online delivery methods to lead human services education courses or programs in academic settings around the world.

Graduates of this program are prepared for career opportunities such as course leader in human services, program leader or developer in human services, instructor, adjunct faculty, or full-time faculty.*

***Note:** Career options may require additional experience, training, or other factors beyond the successful completion of this degree program.

Specialization Courses (15 credits)

HUMN 8171 - Theories and Frameworks for Adult Learning (5 credits) HUMN 8177 - Using Technologies to Enhance Adult Learning (5 credits) HUMN 8237 -Advanced Program Evaluation (5 credits)

Fast-Track Option Program of Study (For Students Entering With a BS Degree [Track 2])

Walden offers a Fast-Track Option. With the Fast-Track Option, students take up to three courses

Minimum Degree Requirements

- Doctoral Writing Assessment
- Professional Development Plan and Program of Study
- Foundation course (3 credits)
- Core courses (45 credits)
- Specialization courses (15 credits)
- Research courses (20 credits)
- Completion of the Doctoral Dissertation
- Dissertation support course (5 credits)
- Dissertation writing courses (continuous enrollment until completed and approved)
- Quarter Plans
- Four residencies
- In addition, students must
- Pass a writing assessment.
- Submit an application essay.
- Maintain a 3.0 GPA.

Walden students have 8 years to complete their doctoral program unless they petition for an extension.

In general, students are continuously registered in the dissertation course until they complete their dissertation study and it is approved. In general, students are continuously registered in the dissertation course until they complete their capstone project and it is approved. This usually takes longer than the minimum required terms in the dissertation study course shell.

To complete a doctoral dissertation, students must obtain the academic approval of several independent evaluators including their committee, the University Research Reviewer, and the Institutional Review Board; pass the Form and Style Review; gain approval at the oral defense stage; and gain final approval by the chief academic officer. Students must also publish their dissertation on ProQuest before their degree is conferred. Learn more about the dissertation process in the Dissertation Guidebook.

Course Sequence

Students undertake courses in the following sequence.

Quarter	Course	Credits
Quarter 1	HUMN 8000 - Foundations of Graduate Study in Human Services	3 credits
	HUMN 8150 - Helping Individuals, Organizations, and Communities: Introduction to Human Services	5 credits
	HUMN 8011 - Interviewing and Case Management in Human and Social Services	5 credits
Quarter 2	HUMN 8152 - Human and Social Services Administration	5 credits
	[Removed 11/14/2022]	5 credits
	RSCH 8110 - Research Theory, Design, and Methods	5 credits
	HUMN 8100 - Introduction to Research and Evaluation in Human and Social Services	1 credits
	AHUM 9001A- Dissertation Residency	
Quarter 3	HUMN 8205 - Cross-Cultural Ethics in Human and Social Services	5 credits
	HUMN 8207 - Grant Writing	5 credits
	RSCH 8210 - Quantitative Reasoning and Analysis	5 credits
	AHUM 9001A- Dissertation	1 credits
Quarter 4	HUMN 8210 - Management and Leadership Development in Human and Social Services	5 credits
	Specialization or Elective Course	5 credits
	RSCH 8310 - Qualitative Reasoning and Analysis	1 credits
	AHUM 9001A- Dissertation Residency	
Quarter 5	HUMN 8237 -Advanced Program Evaluation Specialization or Elective Course	5 credits
	HUMN 8660 - Social Change, Leadership, and Advocacy for Human Services Professional Practitioners	5 credits
	AHUM 9001A- Dissertation	1 credits
	Residency	
Quarter 6	HUMN 8550 - Preparing for Dissertation Specialization or Elective Course	5 credits
	AHUM 9001A- Dissertation	5 credits
	AHUM 9001A- Dissertation	1 credits
	RSCH 8260 - Advanced Quantitative Reasoning and Analysis	5 credits
	OR RSCH 8360 - Advanced Qualitative Reasoning and Analysis OR RSCH 8460 - Advanced Mixed-Methods Reasoning and Analysis	
Residency		

Quarter	Course	Credits
Quarter 7	HUMN 9001 - Dissertation	5 credits per term for a minimum of 3 terms; taken continuously until completion

+ Specialization in Human Services Nonprofit Administration

Note on Licensure

The PhD in Human and Social Services program, including its specializations, is not designed to lead to professional licensure including licensure as a professional therapist, counselor, social worker, or psychologist.

In this specialization, students will study the nature of leadership in human service organizations, including the management of nonprofits. Through their coursework, students explore topics related to the organization and operation of nonprofits, including legal and ethical issues, board management, marketing, budgeting, and resource development. Students' dissertations will explore an issue in nonprofit administration.

Through this program, graduates will develop skills that will help establish, lead, or join the staff of a nonprofit, nongovernmental organization, or agency in the U.S. or abroad.

Specialization Courses (15 credits)

HUMN 8203 - Introduction to the Nonprofit Sector (5 credits)

HUMN 8210 - Management and Leadership Development in Human and Social Services* (5 credits)

- Students may take this as a non-degree course.

HUMN 8237 -Advanced Program Evaluation (5 credits)

+ Specialization in Mental Health

With the significant role that mental health plays in communities, there is a demand for professionals to connect those in need of services with the appropriate resources. In the Mental Health Facilitation specialization, students can develop the skills to help individuals navigate community mental health services. In this program, students explore the role of mental health facilitation in health behavioral changes and gain a solid understanding of the assessment and referral system for mental health intervention and support. Students' dissertations will explore an issue in mental health facilitation.

Graduates will be prepared for nontherapeutic counseling roles such as community mental health clinic coordinator, field service provider, and resource personnel, both in military and civilian agencies.

***Note:** Career options may require additional experience, training, or other factors beyond the successful completion of this degree program.

Specialization Courses (15 credits)

HUMN 8338 - Crisis, Trauma, and Disaster Response (5 credits) HUMN 8912 - Mental Health Law (5 credits)

HUMN 8237 -Advanced Program Evaluation (5 credits)

Fast-Track Option Program of Study (For Students Entering With a BS Degree [Track 2])

Walden offers a Fast-Track Option. With the Fast-Track Option, students take up to three courses and a dissertation preparatory course to expedite their path through the program.

Minimum Degree Requirements

- Doctoral Writing Assessment
- Professional Development Plan and Program of Study
- Foundation course (3 credits)
- Core courses (45 credits)
- Specialization courses (15 credits)
- Research courses (20 credits)
- Completion of the Doctoral Dissertation
 - Dissertation support course (5 credits)
 - Dissertation writing courses (continuous enrollment until completed and approved)
 - Quarter Plans

- Four residencies

In addition, students must

- Pass a writing assessment.
- Submit an application essay.
- Maintain a 3.0 GPA.

Walden students have 8 years to complete their doctoral program unless they petition for an extension.

In general, students are continuously registered in the dissertation course until they complete their dissertation study and it is approved. In general, students are continuously registered in the dissertation course until they complete their capstone project and it is approved. This usually takes longer than the minimum required terms in the dissertation study course shell.

To complete a doctoral dissertation, students must obtain the academic approval of several independent evaluators including their committee, the University Research Reviewer, and the Institutional Review Board; pass the Form and Style Review; gain approval at the oral defense stage; and gain final approval by the chief academic officer. Students must also publish their dissertation on ProQuest before their degree is conferred. Learn more about the dissertation process in the Dissertation Guidebook.

Course Sequence

Students undertake courses in the following sequence.

Quarter	Course	Credits

1	Quarter	HUMN 8000 - Foundations of Graduate Study in Human Services	3 credits
		HUMN 8150 - Helping Individuals, Organizations, and Communities: Introduction to Human Services	5 credits 5 credits
		HUMN 8011 - Interviewing and Case Management in Human and Social Services	
2	Quarter	HUMN 8152 - Human and Social Services Administration	5 credits
		[Removed 11/14/2022]	
		RSCH 8110 - Research Theory, Design, and Methods	5 credits
		HUMN 8100 - Introduction to Research and Evaluation in Human and Social Services	5 credits
		AHUM 9001A- Dissertation Residency	1 credits
3	Quarter	HUMN 8205 - Cross-Cultural Ethics in Human and Social Services	5 credits
		HUMN 8207 - Grant Writing	5 credits
		RSCH 8210 - Quantitative Reasoning and Analysis	5 credits
		AHUM 9001A- Dissertation	1 credits
Quarter	HUMN 8210 - Management and Leadership Development in Human and Social Services	5 credits	
	Specialization or Elective Course	5 credits	
	RSCH 8310 - Qualitative Reasoning and Analysis	5 credits	
	AHUM 9001A- Dissertation	1 credits	
	Residency		
Quarter	HUMN 8237 -Advanced Program Evaluation	5 credits	
	Specialization or Elective Course	5 credits	
	HUMN 8660 - Social Change, Leadership, and Advocacy for Human Services Professional Practitioners	5 credits	
	AHUM 9001A- Dissertation	1 credits	
	Residency		

Quarter	Course	Credits
Quarter 6	HUMN 8550 - Preparing for Dissertation	5 credits
	Specialization or Elective Course	5 credits
	AHUM 9001A- Dissertation	1 credits
	RSCH 8260 - Advanced Quantitative Reasoning and Analysis OR RSCH 8360 - Advanced Qualitative Reasoning and Analysis OR RSCH 8460 - Advanced Mixed-Methods Reasoning and Analysis	5 credits
	Residency	
Quarter 7	HUMN 9001 - Dissertation	5 credits per term for a minimum of 3 terms; taken continuously until completion

+ Specialization in Military Families and Culture

Note on Licensure

The PhD in Human and Social Services program, including its specializations, is not designed to lead to professional licensure including licensure as a professional therapist, counselor, social worker, or psychologist.

Members of the armed forces face a variety of challenges, both during their service and after they have fulfilled their duties. In this specialization, students will explore topics such as post-traumatic stress disorder (PTSD) and vicarious trauma and learn about the emotional impact of parent-child separation, frequent family relocations, extensive deployments, and other issues experienced by military families. Students can gain the knowledge and insight needed to address the unique needs of military personnel, veterans, and their loved ones as they deal with the challenges inherent in military life.

With this specialization, graduates are prepared for careers such as social and community worker for Veterans Affairs or community veteran services, human services program leader, and nontherapeutic counselor.*

***Note:** Career options may require additional experience, training, or other factors beyond the successful completion of this degree program.

Specialization Courses (15 credits)

HUMN 8401 - Trauma, Crisis, and Stress With Military Personnel* (5 credits)

- Students may take this as a non-degree course.

HUMN 8402 - Working with Military Spouses, Families, and Children* (5 credits)

- Students may take this as a non-degree course.

HUMN 8237 -Advanced Program Evaluation (5 credits)

Fast-Track Option Program of Study (For Students Entering With an MS Degree [Track 1])

Walden offers a Fast-Track Option. With the Fast-Track Option, students take up to three courses and a dissertation preparatory course to expedite their path through the program.

Minimum Degree Requirements

- Doctoral Writing Assessment
- Professional Development Plan and Program of Study
- Foundation course (3 credits)
- Core courses (25 credits)
- Specialization or Elective courses (15 credits)
- Research courses (20 credits)
- Completion of the Doctoral Dissertation
 - Dissertation support course (5 credits)
 - Dissertation writing courses (continuous enrollment in 5 credits per term for a minimum of 4 terms until completion)
 - Quarter Plans
- Four residencies Students must also
- Pass a writing assessment.
- Submit an application essay.
- Maintain a 3.0 GPA.

Walden students have 8 years to complete their doctoral program unless they petition for an extension.

In general, students are continuously registered in the dissertation course until they complete their capstone project and it is approved. This usually takes longer than the minimum required terms in the dissertation course shell.

To complete a doctoral dissertation, students must obtain the academic approval of several independent evaluators including their committee, the University Research Reviewer, and the Institutional Review Board; pass the Form and Style Review; gain approval at the oral defense stage; and gain final approval by the chief academic officer. Students must also publish their dissertation on ProQuest before their degree is conferred. Learn more about the dissertation process in the Dissertation Guidebook.

Course Sequence

Students undertake courses in the following sequence.

Quarter	Course	Credits
Quarter 1	HUMN 8000 - Foundations of Graduate Study in Human Services	3 credits
	HUMN 8150 - Helping Individuals, Organizations, and Communities: Introduction to Human Services	5 credits
	RSCH 8110 - Research Theory, Design, and Methods	5 credits

Quarter 2	HUMN 8210 - Management and Leadership Development in Human and Social Services	5 credits
	RSCH 8210 - Quantitative Reasoning and Analysis AHUM 9001A- Dissertation	5 credits
	Residency	1 credits
Quarter 3	Specialization or Elective Course	5 credits
	RSCH 8310 - Qualitative Reasoning and Analysis AHUM 9001A- Dissertation	5 credits
	HUMN 8237 -Advanced Program Evaluation	1 credits
	Residency	5 credits
Quarter 4	Specialization or Elective Course HUMN 8207 - Grant Writing	5 credits
	HUMN 8550 - Preparing for Dissertation AHUM 9001A- Dissertation	5 credits
	Residency	5 credits
		1 credits
Quarter 5	Specialization or Elective Course	5 credits
	AHUM 9001B - Dissertation	2 credits
	RSCH 8260 - Advanced Quantitative Reasoning and Analysis	5 credits
	OR RSCH 8360 - Advanced Qualitative Reasoning and Analysis OR	
	RSCH 8460 -	
	Advanced Mixed-Methods Reasoning and Analysis	
	Residency	
Quarter 6	HUMN 9001 - Dissertation	5 credits per term for a minimum of 3 terms; taken continuously until completion

✦ Specialization in Studies in Aging

Note on Licensure

The PhD in Human and Social Services program, including its specializations, is not designed to lead to professional licensure including licensure as a professional therapist, counselor, social worker, or psychologist.

Aging populations with special needs require professionals who can facilitate the integration of services for the older adult, including issues related to health, home care, and day-to-day life. With the Studies in Aging specialization, students are prepared to meet this need. In this program, students will explore the impact of societal expectations on the elderly and demographic trends, including global cross-cultural issues in aging. They will study the factors that affect the quality of life for the geriatric population, including the physiological changes of aging, effects of chronic disease, and challenges of independent living.

With this specialization, graduates could pursue a number of roles, including elder residence administrator, activities and activation coordinator, housing placement advisor, community care coordinator, capacity assessor, policy advisor, financial advisor, elder program developer, manager for elderly and elder mediation, elder care case manager, or an Elder Services Coordinator designation under Association for Conflict Resolution (ACR).*

* **Note:** Career options may require additional experience, training, or other factors beyond the successful completion of this degree program.

Specialization Courses (15 credits)

HUMN 8815 - Introduction to Dimensions of Contemporary Aging (5 credits) HUMN 8242 - Changing Health Behavior: Theory and Practice (5 credits) HUMN 8237 -Advanced Program Evaluation (5 credits)

Not Currently Accepting New Students

+ **Specialization in Community Intervention and Leadership (not currently excepting new students)**

Note on Licensure

The PhD in Human and Social Services program, including its specializations, is not designed to lead to professional licensure including licensure as a professional therapist, counselor, social worker, or psychologist.

Students in this specialization are prepared to engage organizations and communities in social change. They can build their knowledge in community intervention and learn to help organize, coordinate, promote, and lead efforts to improve living and working conditions as well as assess community needs. The emphasis in this program is on action research in building toward the students' dissertation, in which they can develop knowledge about working with communities.

Students also describe and apply theories of community psychology in relation to social change.

Graduates of this specialization could work in a variety of human and social services roles in governmental and nongovernmental organizations.

Specialization Courses (15 credits)

~~HUMN 8810 - Community Psychology (5 credits)~~

~~HUMN 8785 - Social Change in Action: Prevention, Consultation, and Advocacy (5 credits) HUMN 8821 - Tools for Sustainable Community Development (5 credits)~~

Course Sequence for Students Entering With a BS Degree (Track 2)

Quarter	Course	Credits
1	HUMN 8000 - Foundations of Graduate Study in Human Services	3 credits
	HUMN 8150 - Helping Individuals, Organizations, and Communities: Introduction to Human Services	5 credits
	RESI 8401 - PhD Residency 1	
Quarter	HUMN 8011 - Interviewing and Case Management in Human and Social Services	5 credits
	HUMN 8152 - Human and Social Services Administration	5 credits

[Removed 11/14/2022]			
3	Quarter	RSCH 8110 - Research Theory, Design, and Methods	5 credits
		HUMN 8100 - Introduction to Research and Evaluation in Human and Social Services	5 credits
		RESI 8402 - PhD Residency 2	
	Quarter	HUMN 8205 - Cross-Cultural Ethics in Human and Social Services	5 credits
		HUMN 8207 - Grant Writing	5 credits
5	Quarter	HUMN 8810 - Community Psychology	5 credits
		RSCH 8210 - Quantitative Reasoning and Analysis RESI 8403 - PhD Residency 3	5 credits
6	Quarter	HUMN 8210 - Management and Leadership Development in Human and Social Services	5 credits
		RSCH 8310 - Qualitative Reasoning and Analysis	5 credits
7	Quarter	HUMN 8237 -Advanced Program Evaluation	5 credits
		HUMN 8785 - Social Change in Action: Prevention, Consultation, and Advocacy	5 credits
8	Quarter	HUMN 8821 - Tools for Sustainable Community Development	5 credits
		HUMN 8660 - Social Change, Leadership, and Advocacy for Human Services Professional Practitioners	5 credits
		RESI 8404 - PhD Residency 4	

Quarter

Course Credits

	RSCH 8260 - Advanced Quantitative Reasoning and Analysis OR RSCH 8360 - Advanced Qualitative Reasoning and Analysis OR RSCH 8460 - Advanced Mixed-Methods Reasoning and Analysis	5 credits
Quarter 10-13+	HUMN 9001 - Dissertation *	5 credits per term for a minimum of 4 terms; taken continuously until completion

*Students take this course for a minimum of four quarters and are continuously enrolled until completion of their dissertation with final chief academic officer (CAO) approval. In general, students are continuously registered in the dissertation course until they complete their capstone project and it is approved. This usually takes longer than the minimum required terms in the dissertation course shell.

To complete a doctoral dissertation, students must obtain the academic approval of several independent evaluators including their committee, the University Research Reviewer, and the Institutional Review Board; pass the Form and Style Review; gain approval at the oral defense stage; and gain final approval by the chief academic officer. Students must also publish their dissertation on ProQuest before their degree is conferred. Learn more about the dissertation process in the Dissertation Guidebook.

Course Sequence for Students Entering With an MS Degree (Track

1)

Quarter	Course	Credits
1	HUMN 8000 - Foundations of Graduate Study in Human Services	3 credits
	HUMN 8150 - Helping Individuals, Organizations, and Communities: Introduction to Human Services	5 credits
2	RESI 8401 - PhD Residency 1	
	RSCH 8110 - Research Theory, Design, and Methods	5 credits
	HUMN 8210 - Management and Leadership Development in Human and Social Services	5 credits

3	Quarter	HUMN 8810 - Community Psychology	5 credits
		RSCH 8210 - Quantitative Reasoning and Analysis	5 credits

Quarter	Course	Credits
Quarter 4	RESI PhD Residency 2 8402 -	
	HUMN 8207 - Grant Writing	5 credits
	RSCH 8310 - Qualitative Reasoning and Analysis	5 credits
Quarter 5	RESI PhD Residency 3 8403 -	
	HUMN 8785 - Social Change in Action: Prevention, Consultation, and Advocacy	5 credits
	HUMN 8237 -Advanced Program Evaluation	5 credits
Quarter 6	HUMN 8821 - Tools for Sustainable Community Development	5 credits
	HUMN 8550 - Preparing for Dissertation	5 credits
Quarter 7	RESI PhD Residency 4 8404 -	
	RSCH 8260 - Advanced Quantitative Reasoning and Analysis OR RSCH 8360 - Advanced Qualitative Reasoning and Analysis OR RSCH 8460 - Advanced Mixed-Methods Reasoning and Analysis	5 credits
Quarter 8 11+	HUMN 9001 - Dissertation*	5 credits per term for a minimum of 4 terms; taken continuously until completion

*Students take this course for a minimum of four quarters and are continuously enrolled until completion of their dissertation with final chief academic officer (CAO) approval. In general, students are continuously registered in the dissertation course until they complete their capstone project and it is approved. This usually takes longer than the minimum required terms in the dissertation course shell.

To complete a doctoral dissertation, students must obtain the academic approval of several independent evaluators including their committee, the University Research Reviewer, and the Institutional Review Board; pass the Form and Style Review; gain approval at the oral defense stage; and gain final approval by the chief academic officer. Students must also publish their dissertation on ProQuest before their degree is conferred. Learn more about the dissertation process in the Dissertation Guidebook.

✦ Specialization in Gerontology (not currently accepting new students)

*Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment specialist [1-866-492-5336 (U.S.);1-443-627-7222 (toll)] for more information or visit School of Lifelong Learning for more information.

Note on Licensure

The PhD in Human and Social Services program, including its specializations, is not designed to lead to professional licensure including licensure as a professional therapist, counselor, social worker, or psychologist.

Aging populations with special needs require professionals who can facilitate the integration of services for the older adult, including issues related to health, home care, and day-to-day life. With the Gerontology specialization, students are prepared to meet this need. In this program, students will explore the impact of societal expectations on the elderly and demographic trends, including global cross-cultural issues in aging. They will study the factors that affect the quality of life for the geriatric population, including the physiological changes of aging, effects of chronic disease, and challenges of independent living.

With this specialization, graduates could pursue a number of roles, including elder residence administrator, activities and activation coordinator, housing placement advisor, community care coordinator, capacity assessor, policy advisor, financial advisor, elder program developer, manager for elderly and elder mediation, elder care case manager, or an Elder Services Coordinator designation under Association for Conflict Resolution (ACR)*.

***Note:** Career options may require additional experience, training, or other factors beyond the successful completion of this degree program.

Specialization Courses (15 credits)

HUMN 8815 - Introduction to Dimensions of Contemporary Aging (5 credits) HUMN 8242 - Changing Health Behavior: Theory and Practice (5 credits) HUMN 8237 -Advanced Program Evaluation (5 credits)

+ Specialization in Social Policy and Analysis and Planning (not currently accepting new students)

This program is not currently accepting new students. Current students must complete their programs of study in accordance with Walden's Time-to-Degree Completion policies.

Note on Licensure

The PhD in Human and Social Services program, including its specializations, is not designed to lead to professional licensure including licensure as a professional therapist, counselor, social worker, or psychologist.

Creating sustainable social change requires knowing how to work effectively with legislators, lobbyists, and other stakeholders in a challenging public and political arena. In the Social Policy and Analysis and Planning specialization, students can learn the strategies used to shape and implement public policy today. They will study how they can impact the legislation that governs society, including legislation related to healthcare, hate crimes, and the environment. Students' dissertations will focus on an issue related to shaping social policy.

Graduates in this specialization will be prepared for roles such as policy advisor to municipal and state governments; policy analyst for nonprofits, nongovernmental organizations (NGOs), and government organizations; and consultant to NGOs on policy implementation and social services delivery at local levels.*

***Note:** Career options may require additional experience, training, or other factors beyond the successful completion of this degree program.

Specialization Courses (15 credits)

HUMN 8451 - Public Policy Analysis (5 credits)

HUMN 8465 - Strategic Planning: Collaboration, Cooperation, and Coordination (5 credits) HUMN 8809 - Fundamentals of Law and Public Policy (5 credits)

Course Sequence for Students Entering With an MS Degree (Track

1)

Quarter	Course	Credits
Quarter 1	HUMN 8000 - Foundations of Graduate Study in Human Service	3 credits
	HUMN 8150 - Helping Individuals, Organizations, and Communities: Introduction to Human Services	5 credits
	RESI 8401 - PhD Residency 1	
Quarter 2	RSCH 8110 - Research Theory, Design, and Methods	5 credits
	HUMN 8210 - Management and Leadership Development in Human and Social Services	5 credits
Quarter 3	HUMN 8451 - Public Policy Analysis	5 credits
	RSCH 8210 - Quantitative Reasoning and Analysis RESI 8402 - PhD Residency 2	5 credits
Quarter 4	HUMN 8207 - Grant Writing	5 credits
	RSCH 8310 - Qualitative Reasoning and Analysis RESI 8403 - PhD Residency 3	5 credits
Quarter 5	HUMN 8465 - Strategic Planning: Collaboration, Cooperation, and Coordination	5 credits
	HUMN 8237 -Advanced Program Evaluation	5 credits
Quarter 6	HUMN 8809 - Fundamentals of Law and Public Policy HUMN 8550 - Preparing for Dissertation	5 credits
	RESI 8404 - PhD Residency 4	5 credits
Quarter 7	RSCH 8260 - Advanced Quantitative Reasoning and Analysis OR RSCH 8360 - Advanced Qualitative Reasoning and Analysis OR RSCH 8460 - Advanced Mixed-Methods Reasoning and Analysis	5 credits
Quarter 8 11+	HUMN 9001 - Dissertation	5 credits per term for a minimum of 4 terms; taken continuously

		until completion
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*Students take this course for a minimum of four quarters and are continuously enrolled until completion of their dissertation with final chief academic officer (CAO) approval. In general, students are continuously registered in the dissertation course until they complete their capstone project and it is approved. This usually takes longer than the minimum required terms in the dissertation course shell.

To complete a doctoral dissertation, students must obtain the academic approval of several independent evaluators including their committee, the University Research Reviewer, and the Institutional Review Board; pass the Form and Style Review; gain approval at the oral defense stage; and gain final approval by the chief academic officer. Students must also publish their dissertation on ProQuest before their degree is conferred. Learn more about the dissertation process in the Dissertation Guidebook.

Course Sequence for Students Entering With a BS Degree (Track 2)

Quarter	Course	Credits
Quarter 1	HUMN 8000 - Foundations of Graduate Study in Human Service	3 credits
	HUMN 8150 - Helping Individuals, Organizations, and Communities: Introduction to Human Services	5 credits
	RESI 8401 - PhD Residency 1	
Quarter 2	HUMN 8011 - Interviewing and Case Management in Human and Social Services	5 credits 5 credits
	HUMN 8152 - Human and Social Services Administration	
	[Removed 11/14/2022]	
Quarter 3	RSCH 8110 - Research Theory, Design, and Methods	5 credits
	HUMN 8100 - Introduction to Research and Evaluation in Human and Social Services	5 credits
	RESI 8402 - PhD Residency 2	
Quarter 4	HUMN 8205 - Cross-Cultural Ethics in Human and Social Services	5 credits 5 credits
	HUMN 8207 - Grant Writing	
Quarter 5	HUMN 8451 - Public Policy Analysis	5 credits
	RSCH 8210 - Quantitative Reasoning and Analysis RESI 8403 - PhD Residency 3	5 credits
Quarter 6	RSCH 8310 - Qualitative Reasoning and Analysis	5 credits
	HUMN 8237 -Advanced Program Evaluation	5 credits

Quarter 7	HUMN 8465 - Strategic Planning: Collaboration, Cooperation, and Coordination	5 credits
	HUMN 8809 - Fundamentals of Law and Public Policy	5 credits
Quarter 8	HUMN 8660 - Social Change, Leadership, and Advocacy for Human Services Professional Practitioners	5 credits
	RESI 8404 - PhD Residency 4	
Quarter 9	HUMN 8550 - Preparing for Dissertation	5 credits
	RSCH 8260 - Advanced Quantitative Reasoning and Analysis	5 credits
	OR RSCH 8360 - Advanced Qualitative Reasoning and Analysis OR	
	RSCH 8460 - Advanced Mixed-Methods Reasoning and Analysis	

Quarter	Course	Credits
10-13+	HUMN 9001 - Dissertation	5 credits per term for a minimum of 4 terms; taken continuously until completion

*Students take this course for a minimum of four quarters and are continuously enrolled until completion of their dissertation with final chief academic officer (CAO) approval. In general, students are continuously registered in the dissertation course until they complete their capstone project and it is approved. This usually takes longer than the minimum required terms in the dissertation course shell.

To complete a doctoral dissertation, students must obtain the academic approval of several independent evaluators including their committee, the University Research Reviewer, and the Institutional Review Board; pass the Form and Style Review; gain approval at the oral defense stage; and gain final approval by the chief academic officer. Students must also publish their dissertation on ProQuest before their degree is conferred. Learn more about the dissertation process in the Dissertation Guidebook.

Course Sequence for Students Entering With a BS Degree (Track 2)

Quarter	Course	Credits
1	Quarter — HUMN 8000 - Foundations of Graduate Study in Human Services	3 credits
	HUMN 8150 - Helping Individuals, Organizations, and Communities: Introduction to Human Services	5 credits
	RESI 8401 - PhD Residency 1	
2	Quarter HUMN 8011 - Interviewing and Case Management in Human and Social Services	5 credits
	HUMN 8152 - Human and Social Services Administration	5 credits
	[Removed 11/14/2022)	
3	Quarter — RSCH 8110 - Research Theory, Design, and Methods	5 credits
	HUMN 8100 - Introduction to Research and Evaluation in Human and Social Services	5 credits
	RESI 8402 - PhD Residency 2	
	Quarter HUMN 8205 - Cross-Cultural Ethics in Human and Social Service	5 credits
	HUMN 8207 - Grant Writing	5 credits

Quarter	HUMN 8451 - Public Policy Analysis	5 credits
	RSCH 8210 - Quantitative Reasoning and Analysis RESI 8403 - PhD Residency 3	5 credits
Quarter	RSCH 8310 - Qualitative Reasoning and Analysis	5 credits
	HUMN 8237 -Advanced Program Evaluation	5 credits
Quarter	HUMN 8465 - Strategic Planning: Collaboration, Cooperation, and Coordination	5 credits
	HUMN 8809 - Fundamentals of Law and Public Policy	5 credits
Quarter	HUMN 8660 - Social Change, Leadership, and Advocacy for Human Services Professional Practitioners	5 credits
	RESI 8404 - PhD Residency 4	

Quarter	Course	Credits
Quarter 9	HUMN 8550 - Preparing for Dissertation	5 credits
	RSCH 8260 - Advanced Quantitative Reasoning and Analysis OR RSCH 8360 - Advanced Qualitative Reasoning and Analysis OR RSCH 8460 - Advanced Mixed-Methods Reasoning and Analysis	5 credits
Quarter 10-13+	HUMN 9001 - Dissertation	5 credits per term for a minimum of 4 terms; taken continuously until completion

*Students take this course for a minimum of four quarters and are continuously enrolled until completion of their dissertation with final chief academic officer (CAO) approval. In general, students are continuously registered in the dissertation course until they complete their capstone project and it is approved. This usually takes longer than the minimum required terms in the dissertation course shell.

To complete a doctoral dissertation, students must obtain the academic approval of several independent evaluators including their committee, the University Research Reviewer, and the Institutional Review Board; pass the Form and Style Review; gain approval at the oral defense stage; and gain final approval by the chief academic officer. Students must also publish their dissertation on ProQuest before their degree is conferred. Learn more about the dissertation process in the Dissertation Guidebook.

Fast-Track Option Program of Study (For Students Entering With an MS Degree [Track 1])

This program is not currently accepting new students. Current students must complete their programs of study in accordance with Walden's Time-to-Degree Completion policies.

Walden offers a Fast-Track Option. With the Fast-Track Option, students take up to three courses and a dissertation preparatory course to expedite their path through the program.

Minimum Degree Requirements

- Doctoral Writing Assessment
- Professional Development Plan and Program of Study
- Foundation course (3 credits)
- Core courses (25 credits)
- Specialization or Elective courses (15 credits)
- Research courses (20 credits)
- Completion of the Doctoral Dissertation
 - Dissertation support course (5 credits)
 - Dissertation writing courses (continuous enrollment in 5 credits per term for a minimum of 4 terms until completion)
 - Quarter Plans
- Four residencies Students must also
- Pass a writing assessment.
- Submit an application essay.
- Maintain a 3.0 GPA.

Walden students have 8 years to complete their doctoral program unless they petition for an extension.

In general, students are continuously registered in the dissertation course until they complete their capstone project and it is approved. This usually takes longer than the minimum required terms in the dissertation course shell.

To complete a doctoral dissertation, students must obtain the academic approval of several independent evaluators including their committee, the University Research Reviewer, and the Institutional Review Board; pass the Form and Style Review; gain approval at the oral defense stage; and gain final approval by the chief academic officer. Students must also publish their dissertation on ProQuest before their degree is conferred. Learn more about the dissertation process in the Dissertation Guidebook.

Course Sequence

Students undertake courses in the following sequence.

Quarter	Course	Credits
Quarter	HUMN 8000 - Foundations of Graduate Study in Human	3 credits
	Services HUMN 8150 - Helping Individuals, Organizations, and	5 credits
	Communities: Introduction to Human Services	5 credits
	RSCH 8110 - Research Theory, Design, and Methods	

Quarter	Course	Credits
Quarter 2	HUMN 8210 - Management and Leadership Development in	5 credits
	Human and	5 credits
	Social Services	1 credits
	RSCH 8210 - Quantitative Reasoning and Analysis AHUM	
	9001A- Dissertation Residency	
Quarter 3	Specialization or Elective Course	5 credits
	RSCH 8310 - Qualitative Reasoning and Analysis AHUM 9001A-	5 credits
	Dissertation	1 credits
	HUMN 8237 -Advanced Program Evaluation Residency	5 credits
Quarter 4	Specialization or Elective Course HUMN 8207 - Grant Writing	5 credits
	HUMN 8550 - Preparing for Dissertation AHUM 9001A-	5 credits
	Dissertation	5 credits
	Residency	1 credits
Quarter 5	Specialization or Elective Course	5 credits
	AHUM 9001B - Dissertation	2 credits
	RSCH 8260 - Advanced Quantitative Reasoning and Analysis	5 credits
	OR RSCH 8360 - Advanced Qualitative Reasoning and Analysis OR RSCH 8460 - Advanced Mixed-Methods Reasoning and Analysis	
	Residency	
Quarter 6	HUMN 9001 - Dissertation	5 credits per term for a minimum of 3 terms; taken continuously until completion

Course-Based Program

For Students Entering With an MS Degree (Track 1)

Minimum Degree Requirements

- Doctoral Writing Assessment
- Professional Development Plan and Program of Study
- Foundation course (3 credits)

- Core courses (20 credits)
- Specialization or Elective courses (15 credits)
- Research courses (20 credits)
- Completion of the Doctoral Dissertation
 - Dissertation support course (5 credits)
 - Communities of Practice and Research (CPR) courses (5 credits; continuously enrolled in 1 credits per term for a minimum of 5 terms until CPR completion)
 - Dissertation writing courses (continuous enrollment in 5 credits per term for a minimum of 3 terms until completion)
 - Quarter Plans
- Four residencies

Core Curriculum

Foundation Course (3 credits)

HUMN 8001 - Keys to Doctoral Studies Success (3 credits)

Core Courses (20 credits)

HUMN 8785 - Social Change in Action: Prevention, Consultation, and Advocacy (5 credits) HUMN 8208 - Teaching in Human Services* (5 credits)

- Students may take this as a non-degree course.

HUMN 8207 - Grant Writing* (5 credits)

- Students may take this as a non-degree course.

HUMN 8209 - Human Services Theory* (5 credits)

- Students may take this as a non-degree course.

Foundation Research Courses (15 credits)

Courses composing the Foundation Research Sequence are conducted online and require weekly readings, participation in discussions, and assignment completion. Course instructors guide discussions and evaluate discussion and application assignments. **RSCH 8110** must be completed prior to Residency 2 of the academic residencies. **RSCH 8210** and **RSCH 8310** must be completed prior to beginning the dissertation or attending Residency 3.

RSCH 8110 - Research Theory, Design, and Methods* (5 credits)

- Students may take this as a non-degree course.

RSCH 8210 - Quantitative Reasoning and Analysis* (5 credits)

- Students may take this as a non-degree course.

RSCH 8310 - Qualitative Reasoning and Analysis* (5 credits)

- Students may take this as a non-degree course.

Advanced Research Course (5 credits)

PhD students are required to complete one advanced-level research course that mirrors the methodology of their intended dissertations. The university offers three advanced courses. Students should refer to their specific programs of study to determine program-specific requirements.

One of the following three courses is required:

RSCH 8260 -Advanced Quantitative Reasoning and Analysis (5 credits) RSCH 8360 -Advanced Qualitative Reasoning and Analysis (5 credits) RSCH 8460 -Advanced Mixed-Methods Reasoning and Analysis (5 credits)

Residency Requirements

- Complete residency 1 in term 1; required in order to advance into RSCH 8110. Complete residency 2 between terms 2 and 5; required in order to advance into HUMN 8550. Complete residency 3 between terms 6 and 7; required in order to advance into HUMN 9000/9001. Complete residency 4 after your prospectus is approved as:
 - Residency 4 General (RESI 8404) OR
 - Residency 4 Proposal Writing (RESI 8404Q) OR
 - Residency 4 Methods & Data Collection: Qualitative (RESI 8404R) OR
 - Residency 4 Methods & Data Collection: Quantitative (RESI 8404S) OR
 - Residency 4 Publishing & Presenting (RESI 8404T) OR
 - an approved professional conference (RESI 8900 for select programs only. Contact Advising for information.) OR
 - a dissertation intensive (DRWI 8500) during your 9000/9001 course. Contact Student

Success Advising to register. You must attend all sessions and advising throughout the entire intensive retreat in order to successfully complete the experience to satisfy residency 4 requirements. *NOTE: Intensive Retreats are NOT included in Fast Track tuition.*

- **Optional:** Complete a PhD dissertation intensive (DRWI 8500) during your dissertation.

Contact Student Success Advising to register.

Completion of the Doctoral Dissertation

HUMN 8550 - Preparing for Dissertation (5 credits)

HUMN 9001A- Communities of Practice and Research 1 (1 credits) HUMN 9002A- Communities of Practice and Research 2 (1 credits) HUMN 9003A- Communities of Practice and Research 3 (1 credits) HUMN 9004A- Communities of Practice and Research 4 (1 credits) HUMN 9005A- Communities of Practice and Research 5 (1 credits)

HUMN 9001 - Dissertation (5 credits per term for a minimum of three terms until completion)

Students take this course for a minimum of three quarters and are continuously enrolled until completion of their dissertation with final chief academic officer (CAO) approval. In general, students are continuously registered in the dissertation course until they complete their capstone project and it is approved. This usually takes longer than the minimum required terms in the dissertation course shell.

To complete a doctoral dissertation, students must obtain the academic approval of several independent evaluators including their committee, the University Research Reviewer, and the Institutional Review Board; pass the Form and Style Review; gain approval at the oral defense stage; and gain final approval by the chief academic officer. Students must also publish their dissertation on ProQuest before their degree is conferred. Learn more about the dissertation process in the Dissertation Guidebook.

Course Sequence for Students Entering With an MS Degree (Track 1)

Students undertake courses in the following sequence.

Quarter	Course	Credits	
1	Quarter	HUMN 8001 - Keys to Doctoral Studies Success	3 credits
		HUMN 8785 - Social Change in Action: Prevention, Consultation, and Advocacy	5 credits
		Complete residency 1 in term 1; required in order to advance into RSCH 8110.	0 credits
2	Quarter	RSCH 8110 - Research Theory, Design, and Methods	5 credits
		HUMN 8208 - Teaching in Human Services	5 credits
		HUMN 9001A- Communities of Practice and Research 1	1 credits
		Complete residency 2 between terms 2 and 5; required in order to advance into HUMN 8550.	0 credits
3	Quarter	RSCH 8210 - Quantitative Reasoning and Analysis	5 credits
		Elective/Specialization Course	5 credits
		HUMN 9002A- Communities of Practice and Research 2	1 credits

Quarter	Course	Credits
Quarter 4	HUMN 8207 - Grant Writing	5 credits
	RSCH 8310 - Qualitative Reasoning and Analysis	5 credits
	HUMN 9003A- Communities of Practice and Research 3	1 credits
Quarter 5	Elective/Specialization Course	5 credits
	HUMN 8209 - Human Services Theory	5 credits
	HUMN 9004A - Communities of Practice and Research 4	1 credits
Quarter 6	HUMN 9005A - Communities of Practice and Research 5	1 credits
	Elective/Specialization Course	5 credits
	HUMN 8550 - Preparing for Dissertation	5 credits
	Complete residency 3 between terms 6 and 7; required in order to advance into HUMN 9000/9001.	0 credits
Quarter 7	RSCH 8260 - Advanced Quantitative Reasoning and Analysis OR RSCH 8360 - Advanced Qualitative Reasoning and Analysis OR RSCH 8460 - Advanced Mixed-Methods Reasoning and Analysis	5 credits
	Complete residency 4 after your prospectus is approved as: <ul style="list-style-type: none"> • Residency 4 General (RESI 8404) OR • Residency 4 Proposal Writing (RESI 8404Q) OR • Residency 4 Methods & Data Collection: Qualitative (RESI 8404R) OR • Residency 4 Methods & Data Collection: Quantitative (RESI 8404S) OR • Residency 4 Publishing & Presenting (RESI 8404T) OR • a dissertation intensive (DRWI 8500) during your 9000/9001 course. Contact Student Success Advising to register. You must attend all sessions and advising throughout the entire intensive retreat in order to successfully complete the experience to satisfy residency 4 requirements. NOTE: Intensives are NOT included in Fast Track tuition. 	0 credits
Quarter 8 10+	HUMN 9001 - Dissertation	5 credits per term for a minimum of 3 terms; taken continuously until completion
	Optional: Complete a PhD dissertation intensive (DRWI 8500) during your dissertation. Contact Student Success Advising to register.	

* Students take this course for a minimum of three quarters and are continuously enrolled until completion of their dissertation with final chief academic officer (CAO) approval. In general, students are continuously registered in the dissertation course until they complete their capstone project and it is approved. This usually takes longer than the minimum required terms in the dissertation course shell.

To complete a doctoral dissertation, students must obtain the academic approval of several independent evaluators including their committee, the University Research Reviewer, and the Institutional Review Board; pass the Form and Style Review; gain approval at the oral defense stage; and gain final approval by the chief academic officer. Students must also publish their dissertation on ProQuest before their degree is conferred. Learn more about the dissertation process in the Dissertation Guidebook.

For Students Entering With a BS Degree (Track 2) Minimum Degree Requirements

- Doctoral Writing Assessment
- Professional Development Plan and Program of Study
- Foundation course (3 credits)
- Core courses (45 credits)
- Specialization or Elective courses (15 credits)
- Research courses (20 credits)
- Completion of the Doctoral Dissertation
 - Dissertation support course (5 credits)
 - Communities of Practice and Research (CPR) courses (5 credits; continuously enrolled in 1 credits per term for a minimum of 5 terms until CPR completion)
 - Dissertation writing courses (continuous enrollment in 5 credits per term for a minimum of 3 terms until completion)
 - Quarter Plans
- Four residencies

Core Curriculum

Foundation Course (3 credits)

HUMN 8001 - Keys to Doctoral Studies Success (3 credits)

Core Courses (45 credits)

HUMN 8785 - Social Change in Action: Prevention, Consultation, and Advocacy (5 credits) HUMN 8208 - Teaching in Human Services* (5 credits)

- Students may take this as a non-degree course.

HUMN 8207 - Grant Writing* (5 credits)

- Students may take this as a non-degree course.

HUMN 8209 - Human Services Theory* (5 credits)

- Students may take this as a non-degree course.

HUMN 8304 - Data as Evidence* (5 credits)

- Students may take this as a non-degree course.

HUMN 8160 - The Advanced Human Services Practitioner in a Changing World* (5 credits)

- Students may take this as a non-degree course.

HUMN 8161 -Assessment and Motivational Interviewing* (5 credits)

- Students may take this as a non-degree course.

HUMN 8162 - Cultural Humility and Diversity* (5 credits)

- Students may take this as a non-degree course.

HUMN 8660 - Social Change, Leadership, and Advocacy for Human Services Professional Practitioners (5 credits)

Foundation Research Courses (15 credits)

Courses comprising the Foundation Research Sequence are conducted online and require weekly readings, participation in discussions, and assignment completion. Course instructors guide discussions and evaluate discussion and application assignments. RSCH 8110 is a prerequisite for Residency 2 of the academic residencies.

RSCH 8110 - Research Theory, Design, and Methods* (5 credits)

- Students may take this as a non-degree course.

RSCH 8210 - Quantitative Reasoning and Analysis* (5 credits)

- Students may take this as a non-degree course.

RSCH 8310 - Qualitative Reasoning and Analysis* (5 credits)

- Students may take this as a non-degree course.

Advanced Research Course (5 credits)

Those enrolled in this specialization are required to complete an advanced research course. The university offers three advanced research courses: quantitative, qualitative, and mixed-methods. When the prospectus is approved, students will take the advanced research course selected as the methodology approved for the dissertation.

Students are required to complete one of the following courses:

RSCH 8260 -Advanced Quantitative Reasoning and Analysis (5 credits) RSCH 8360 -Advanced Qualitative Reasoning and Analysis (5 credits) RSCH 8460 -Advanced Mixed-Methods Reasoning and Analysis (5 credits)

Residency Requirements

Complete residency 1 in term 1; required in order to advance into RSCH 8110.

- **Complete residency 2** between terms 2 and 5; required in order to advance into HUMN 8550.
- **Complete residency 3** between terms 6 and 7; required in order to advance into HUMN 9000/9001.

Complete residency 4 after your prospectus is approved as:

- Residency 4 General (RESI 8404) OR
- Residency 4 Proposal Writing (RESI 84040) OR
- Residency 4 Methods & Data Collection: Qualitative (RESI 8404R) OR
- Residency 4 Methods & Data Collection: Quantitative (RESI 8404S) OR
- Residency 4 Publishing & Presenting (RESI 8404T) OR

- o an approved professional conference (RESI 8900 for select programs only. Contact Advising for information.) OR
- o a dissertation intensive (DRWI 8500) during your 9000/9001 course. Contact Student Success Advising to register. You must attend all sessions and advising throughout the entire intensive retreat in order to successfully complete the experience to satisfy residency 4 requirements. *NOTE: Intensive Retreats are NOT included in Fast Track tuition.*

- **Optional:** Complete a PhD dissertation intensive (DRWI 8500) during your dissertation. Contact Student Success Advising to register.

Completion of the Doctoral Dissertation

HUMN 8550 - Preparing for Dissertation (5 credits)

HUMN 9001A- Communities of Practice and Research 1 (1 credits) HUMN 9002A- Communities of Practice and Research 2 (1 credits) HUMN 9003A- Communities of Practice and Research 3 (1 credits) HUMN 9004A- Communities of Practice and Research 4 (1 credits) HUMN 9005A- Communities of Practice and Research 5 (1 credits)

HUMN 9001 - Dissertation (5 credits per term for a minimum of three terms until completion)

Students take this course for a minimum of three quarters and are continuously enrolled until completion of their dissertation with final chief academic officer (CAO) approval. In general, students are continuously registered in the dissertation course until they complete their capstone project and it is approved. This usually takes longer than the minimum required terms in the dissertation course shell.

To complete a doctoral dissertation, students must obtain the academic approval of several independent evaluators including their committee, the University Research Reviewer, and the Institutional Review Board; pass the Form and Style Review; gain approval at the oral defense stage; and gain final approval by the chief academic officer. Students must also publish their dissertation on ProQuest before their degree is conferred. Learn more about the dissertation process in the Dissertation Guidebook.

Course Sequence for Students Entering With a BS Degree (Track 2)

Students undertake courses in the following sequence.

Quarter	Course	Credits
1	HUMN 8001 - Keys to Doctoral Studies Success	3 credits
	HUMN 8785 - Social Change in Action: Prevention, Consultation, and Advocacy	5 credits
	Complete residency 1 in term 1; required in order to advance into RSCH 8110.	0 credits
	HUMN 8160 - The Advanced Human Services Practitioner in a Changing World	5 credits
	HUMN 8162 - Cultural Humility and Diversity	5 credits

	HUMN 9001A- Communities of Practice and Research 1	1 credits
3	Quarter RSCH 8110 - Research Theory, Design, and Methods	5 credits
	HUMN 8660 - Social Change, Leadership, and Advocacy for Human Services Professional Practitioners	5 credits
	Complete residency 2 between terms 2 and 5; required in order to advance into HUMN 8550.	0 credits
	HUMN 9002A- Communities of Practice and Research 2	1 credits
Quarter	HUMN 8209 - Human Services Theory HUMN 8304 - Data as Evidence	5 credits
	HUMN 9003A- Communities of Practice and Research 3	5 credits
Quarter	HUMN 8161 -Assessment and Motivational Interviewing	1 credits
	HUMN 8208 - Teaching in Human Services	5 credits
Quarter	RSCH 8210 - Quantitative Reasoning and Analysis	5 credits
	HUMN 8207 - Grant Writing	5 credits
Quarter	RSCH 8310 - Qualitative Reasoning and Analysis	5 credits
	Complete residency 3 between terms 6 and 7; required in order to advance into HUMN 9000/9001.	0 credits
	Elective/Specialization Course	5 credits
	HUMN 9004A- Communities of Practice and Research 4	1 credits

Quarter

Course Credits

8404R) OR

- Residency 4 Methods & Data Collection: Quantitative (RESI 8404S) OR
- Residency 4 Publishing & Presenting (RESI 8404T) OR

* Students take this course for a minimum of three quarters and are continuously enrolled until completion of their dissertation with final chief academic officer (CAO) approval. In general, students are continuously registered in the dissertation course until they complete their capstone project and it is approved. This usually takes longer than the minimum required terms in the dissertation course shell.

To complete a doctoral dissertation, students must obtain the academic approval of several independent evaluators including their committee, the University Research Reviewer, and the Institutional Review Board; pass the Form and Style Review; gain approval at the oral defense stage; and gain final approval by the chief academic officer. Students must also publish their dissertation on ProQuest before their degree is conferred. Learn more about the dissertation process in the Dissertation Guidebook.

Master of Philosophy (Embedded Degree)

Walden awards the Master of Philosophy (MPhil) degree to recognize PhD students for academic achievement leading up to their dissertation. With an MPhil, students will be able to demonstrate to employers and others that they have an advanced knowledge base in their field of study as well as proficiency in research design and evaluation.

- Students are eligible to apply for this credential while continuing their PhD program once they have completed:
 - All required PhD core courses (or KAMs)
 - All required PhD specialization courses (or KAMs)
 - All required doctoral research and advanced research courses
 - Program prospectus development course
 - Residencies 1, 2, and 3
- A minimum 3.0 GPA is mandatory.
- The MPhil requires a minimum of 45 quarter credits. Maximum transfer of credit varies by program but is not to exceed 50% of the overall, or embedded, program requirements.

Doctoral Writing Assessment

Students who start or readmit to doctoral programs at Walden University in the university catalog for academic year 2017 or later will complete the university's required doctoral writing assessment. Designed to evaluate incoming doctoral students' writing skills, this assessment aims to help prepare incoming doctoral students to meet the university's expectations for writing at the doctoral level.

8-Year Maximum Time Frame

In general, students are continuously registered in the dissertation/doctoral study course until they complete their capstone project and it is approved. This usually takes longer than the minimum required terms in the dissertation/doctoral study course shell.

Students have up to 8 years to complete their doctoral degree requirements (see Enrollment Requirements in the student handbook). Students may petition to extend the 8-year maximum time frame, but an extension is not guaranteed.

PhD 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 PhD 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.

Note on Licensure

The Educational Psychology specialization in the PhD in Psychology is not a licensure program and does not prepare an individual to become a licensed psychology professional.

Learning Outcomes

As graduates of this program, students will be able to:

1. Apply principles of basic and advanced research methods to produce independent scholarly research.
2. Apply relevant ethical codes (e.g., APA) to decision making with diverse populations in various settings.
3. Promote social change through the integration of principles of psychology in scholarly and/or professional activities.
4. Communicate effectively to a variety of stakeholders and audiences.
5. Demonstrate an in-depth understanding of psychology-specific knowledge and theory to improve the condition of individuals, groups, and organizations.
6. Demonstrate proficiency in utilizing empirically supported models for teaching, consultation, and research.
7. Develop a professional identity appropriate to one's professional goals.

Specialization Courses (20 cr.)

These courses are dependent upon the particular specialization. Please see the course list on each specialization page.

+ Specialization in Educational Psychology

Students in this specialization will contribute to the field of human learning and education through independent, professional research. Students will gain a deepened understanding of key psychological theory affecting the breadth of issues related to the learning experiences of both high achievers and individuals whose needs are more specialized. Students will explore how to apply this theory to teaching learners across their lifespan and researching their cognition, motivation, and development.

Note on Licensure

The Health Psychology specialization in the PhD in Psychology is not a licensure program and does not prepare an individual to become a licensed psychology professional.

Specialization Curriculum

PSYC 8316 -Tests and Measurement* (5 credits)

- Students may take this as a non-degree course.

PSYC 8620 -Adult Learning Theory and Application (5 credits)

PSYC 8630 - Theories of Learning and Motivation (5 credits) PSYC 8760 - Educational Psychology* (5 credits)

- Students may take this as a non-degree course.

Fast-Track Option Course Sequence for BS Entry

Note: PhD in Psychology specialization Fast-Track Option courses are identified with an APSY course prefix for enrollment purposes. APSY course descriptions align with corresponding PSYC courses, as listed below.

The recommended course sequence is as follows:

Quarter	Course	Credits
Quarter 1	PSYC 8004 - Foundations for Graduate Study in Psychology	3 credits
	PSYC 8252 - Themes and Theories of Psychology PSYC 8215 - Lifespan Development	5 credits
		5 credits
Quarter 2	PSYC 8701 - Culture and Psychology	5 credits
	RSCH 8110 - Research Theory, Design, and Methods PSYC 876 - Educational Psychology	5 credits
		5 credits
	PSYC 9000 - Dissertation2	1 credits
Quarter 3	PSYC 8762 - Teaching of Psychology	5 credits
	RSCH 8210 - Quantitative Reasoning and Analysis PSYC 8630 - Theories of Learning and Motivation PSYC 9000 - Dissertation 3	5 credits
		5 credits
		2 credits
Quarter 4	PSYC 8412 - Research Foundations	5 credits
	PSYC 8214 - Consulting for Organizational Change PSYC 8316 - Tests and Measurement	5 credits
		5 credits
	PSYC 9000 - Dissertation 4	2 credits

Quarter 5	RSCH 8360 - Advanced Qualitative Reasoning and Analysis	5 credits
	PSYC 8315 - Program Evaluation	5 credits
	5	5 credits
	PSYC 8620 - Adult Learning Theory and Application 6	2 credits
	PSYC 8702 - Dissertation Literature Review Lab 7	
Quarter 6	RSCH 8260 - Advanced Quantitative Reasoning and Analysis	5 credits
	PSYC 8115 - Writing a Quality Prospectus OR PSYC 8185 - Writing a Quality Prospectus	5 credits
	PSYC 8920R - Research Practicum OR PSYC 8920T - Teaching Practicum	5 credits
Quarter 7 - 9+	PSYC 9000 - Dissertation	5 credits per term for a minimum of 3 terms; taken continuously until completion

¹PSYC 8215 aligns with APSY 8216.

²PSYC 9000 aligns with APSY 9000A Dissertation Prep. ³PSYC 9000 aligns with APSY 9000B Dissertation Prep.

⁴PSYC 9000 aligns with APSY 9000B Dissertation Prep.

⁵PSYC 8315 aligns with APSY 8314. ⁶PSYC 8620 aligns with APSY 8620B. ⁷PSYC 8702 aligns with APSY 8700.

Fast-Track Option Course Sequence for MS Entry

Note: PhD in Psychology specialization Fast-Track Option courses are identified with an APSY course prefix for enrollment purposes. APSY course descriptions align with corresponding PSYC courses, as listed below.

The recommended course sequence is as follows:

Quarter	Course	Credits
Quarter 1	PSYC 8004 - Foundations for Graduate Study in Psychology	3 credits
	PSYC 8762 - Teaching of Psychology PSYC 8760 - Educational Psychology	5 credits
		5 credits
Quarter 2	PSYC 8412 - Research Foundations	5 credits
	PSYC 8214 - Consulting for Organizational Change PSYC 8630 - Theories of Learning and Motivation PSYC 9000 - Dissertation	5 credits
	1	1 credits
Quarter 3	RSCH 8360 - Advanced Qualitative Reasoning and Analysis	5 credits
	PSYC 8315 - Program Evaluation	5 credits
	PSYC 8316 - Tests and Measurement PSYC 9000 - Dissertation	5 credits
	3	1 credits

Quarter 4	RSCH 8260 - Advanced Quantitative Reasoning and Analysis	5 credits
	PSYC 8620 - Adult Learning Theory and Application	5 credits
	PSYC 8702 - Dissertation Literature Review Lab 4	2 credits
	PSYC 9000 - Dissertation 5	1 credits
Quarter 5	PSYC 8920R - Research Practicum OR PSYC 8920T - Teaching Practicum	5 credits
	PSYC 8115-Writing a Quality Prospectus OR PSYC 8185 - Writing a Quality Prospectus	5 credits
Quarter 6	PSYC 9000 - Dissertation 6	2 credits
	PSYC 9000 - Dissertation	5 credits per term for a minimum of 3 terms; taken continuously until completion
8+		

¹PSYC 9000 aligns with APSY 9000A Dissertation Prep.

²PSYC 8315 aligns with APSY 8314.

³PSYC 9000 aligns with APSY 9000A Dissertation Prep.

⁴PSYC 8702 aligns with APSY 8700.

⁵PSYC 9000 aligns with APSY 9000A Dissertation Prep.

⁶PSYC 9000 aligns with APSY 9000B Dissertation Prep.

✦ Specialization in Health Psychology

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

Health Psychology students will be able to develop the strong theoretical background to design and conduct research on the biological, psychological, behavioral, social, cultural, and environmental factors that contribute to health and illness. By learning how to apply advanced research methodologies, students can promote positive health behaviors and encourage change as a researcher in academic, medical, business, government, and community settings.

The Health Psychology specialization consists of a foundation course, core and specialization courses, three elective courses, demonstration of research competency, and a dissertation.

Note on Licensure

The Health Psychology specialization in the PhD in Psychology is not a licensure program and does not prepare an individual to become a licensed psychology professional.

Specialization Curriculum

PSYC 8226 - Biopsychology* (5 credits)

- Students may take this as a non-degree course.

PSYC 8242 - Changing Health Behavior: Theory and Practice* (5 credits)

- Students may take this as a non-degree course.

PSYC 8745 - Health Psychology* (5 credits)

- Students may take this as a non-degree course.

PSYC 8747 - Psychoneuroimmunology (5 credits)

Fast-Track Option Course Sequence for BS Entry

Note: PhD in Psychology specialization Fast-Track Option courses are identified with an APSY course prefix for enrollment purposes. APSY course descriptions align with corresponding PSYC courses, as listed below.

Quarter	Course	Credits
Quarter 1	PSYC 8004 - Foundations for Graduate Study in Psychology	3 credits
	PSYC 8252 - Themes and Theories of Psychology PSYC 8215 - Lifespan Development	5 credits
		5 credits
Quarter 2	PSYC 8701 - Culture and Psychology	5 credits
	RSCH 8110 - Research Theory, Design, and Methods PSYC 874 - Health Psychology	5 credits
		5 credits
	PSYC 9000 - Dissertation 2	1 credits
Quarter 3	PSYC 8762 - Teaching of Psychology	5 credits
	RSCH 8210 - Quantitative Reasoning and Analysis PSYC 8226 - Biopsychology	5 credits
		5 credits
	PSYC 9000 - Dissertation 3	2 credits
Quarter 4	PSYC 8412 - Research Foundations	5 credits
	PSYC 8214 - Consulting for Organizational Change PSYC 8747 - Psychoneuroimmunology	5 credits
		5 credits
	PSYC 9000 - Dissertation 4	2 credits
Quarter 5	RSCH 8360 - Advanced Qualitative Reasoning and Analysis	5 credits
	PSYC 8315 - Program Evaluation	5 credits
	5	5 credits
	PSYC 8242 - Changing Health Behavior: Theory and Practice 6	2 credits
	PSYC 8702 - Dissertation Literature Review Lab 7	

Quarter 6	RSCH 8260 - Advanced Quantitative Reasoning and Analysis	5 credits
	PSYC 8115 - Writing a Quality Prospectus <i>OR</i> PSYC 8185 - Writing a Quality Prospectus	5 credits 5 credits
	PSYC 8920R - Research Practicum <i>OR</i> PSYC 8920T - Teaching Practicum	
Quarter 7 - 9+	PSYC 9000 - Dissertation	5 credits per term for a minimum of 3 terms; taken continuously until completion

¹PSYC 8215 aligns with APSY 8216.

²PSYC 9000 aligns with APSY 9000A Dissertation Prep. ³PSYC 9000 aligns with APSY 9000B Dissertation Prep.

⁴PSYC 8315 aligns with APSY 8314.

⁵PSYC 8242 aligns with APSY 8242B.

⁶PSYC 9000 aligns with APSY 9000B Dissertation Prep.

⁷PSYC 8702 aligns with APSY 8700.

⁸PSYC 9000 aligns with APSY 9000B Dissertation Prep.

⁹PSYC 9000 aligns with APSY 9000B Dissertation Prep.

Fast-Track Option Course Sequence for MS Entry

Note: PhD in Psychology specialization Fast-Track Option courses are identified with an APSY course prefix for enrollment purposes. APSY course descriptions align with corresponding PSYC courses, as listed below.

Quarter	Course	Credits
Quarter 1	PSYC 8004 - Foundations for Graduate Study in Psychology	3 credits
	PSYC 8762 - Teaching of Psychology PSYC 8745 - Health Psychology	5 credits 5 credits
	PSYC 8412 - Research Foundations	5 credits
Quarter 2	PSYC 8214 - Consulting for Organizational Change PSYC 8226 - Biopsychology	5 credits 5 credits
	PSYC 9000 - Dissertation 1	1 credits
	Quarter 3	RSCH 8360 - Advanced Qualitative Reasoning and Analysis
	PSYC 8315 - Program Evaluation	5 credits
	PSYC 8747 - Psychoneuroimmunology PSYC 9000 - Dissertation 3	5 credits 1 credits

Quarter 4	RSCH 8260 - Advanced Quantitative Reasoning and Analysis	5 credits
	PSYC 8242 - Changing Health Behavior: Theory and Practice	5 credits
	PSYC 8702 - Dissertation Literature Review Lab	2 credits
	PSYC 9000 - Dissertation 4	1 credits
Quarter 5	PSYC 8920R - Research Practicum OR PSYC 8920T - Teaching Practicum	5 credits
	PSYC 8115 - Writing a Quality Prospectus OR PSYC 8185 - Writing a Quality Prospectus	5 credits 2 credits
	PSYC 9000 - Dissertation 6	
Quarter 6 8+	PSYC 9000 - Dissertation	5 credits per term for a minimum of 3 terms; taken continuously until completion

¹PSYC 9000 aligns with APSY 9000A Dissertation Prep.

²PSYC 8315 aligns with APSY 8314.

³PSYC 9000 aligns with APSY 9000A Dissertation Prep.

⁴PSYC 8702 aligns with APSY 8700.

⁵PSYC 9000 aligns with APSY 9000A Dissertation Prep.

⁶PSYC 9000 aligns with APSY 9000B Dissertation Prep.

✦ Specialization in Research in Psychology

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

Note on Licensure

The Research in Psychology specialization in the PhD in Psychology program is not a licensure program and does not prepare an individual to become a licensed psychology professional.

Learning Outcomes

Students in the Research specialization will:

1. Acquire a broad knowledge base in psychology and its history, ethics, research methods, and applications.
2. Develop the research skills necessary to make culturally and contextually relevant scholarly contributions to the field of psychology.

3. Analyze and evaluate the theories and applications underlying multiple data collection techniques used in psychology.
4. Use psychological theory and research to inform practice in a variety of public, private, governmental, and nongovernmental settings.
5. Use research and evaluation strategies to study the efficacy, integrity, acceptability, transferability, and contextual and cultural relevance of programs and interventions.

Students in this specialization also will:

1. Conceptualize, design, analyze, and evaluate a wide variety of research approaches and methodologies.
2. Develop, implement, and evaluate programs and strategies.
3. Collaborate with professionals in the development and application of research.
4. Use research and evaluation strategies to examine social change from the psychological perspective of individuals, groups, organizations, and local and global communities.
5. Serve as consultants in research, data analysis, and evaluation in a range of settings (e.g., higher education, government, public sector).

Specialization Curriculum

PSYC 8202 - Survey Research Methods* (5 credits)

- Students may take this as a non-degree course.

PSYC 8307 - Multivariate Analysis (5 credits) PSYC 8316 - Tests and Measurement* (5 credits)

- Students may take this as a non-degree course.

RSCH 8460 -Advanced Mixed-Methods Reasoning and Analysis (5 credits)

Fast-Track Option Course Sequence for BS Entry

Note: PhD in Psychology specialization Fast-Track Option courses are identified with an APSY course prefix for enrollment purposes. APSY course descriptions align with corresponding PSYC courses, as listed below.

Quarter	Course	Credits
1	Quarter PSYC 8004 - Foundations for Graduate Study in Psychology	3 credits
	PSYC 8252 - Themes and Theories of Psychology	5 credits
	RSCH 8110 - Research Theory, Design, and Methods	5 credits
Quarter	PSYC 8215 - Lifespan Development	5 credits
	RSCH 8210 - Quantitative Reasoning and Analysis	5 credits
	PSYC 8762 - Teaching of Psychology	5 credits
	PSYC 9000 - Dissertation	2 credits
3	Quarter PSYC 8701 - Culture and Psychology	5 credits
	PSYC 8412 - Research Foundations	5 credits

	PSYC 8202 - Survey Research Methods	5 credits
	PSYC 9000 - Dissertation	2 credits
Quarter	Course	Credits
Quarter 4	PSYC 8214 - Consulting for Organizational Change	5 credits
	RSCH 8360 - Advanced Qualitative Reasoning and Analysis	5 credits
	PSYC 8316 - Tests and Measurement	5 credits
	PSYC 9000 - Dissertation	2 credits
Quarter 5	RSCH 8260 - Advanced Quantitative Reasoning and Analysis	5 credits
	PSYC 8315 - Program Evaluation	5 credits
	PSYC 8702 - Dissertation Literature Review Lab	2 credits
Quarter 6	RSCH 8460 - Advanced Mixed-Methods Reasoning and Analysis	5 credits
	PSYC 8920R - Research Practicum <i>OR</i> PSYC 8920T - Teaching Practicum	5 credits
	PSYC 8115-Writing a Quality Prospectus <i>OR</i> PSYC 8185 - Writing a Quality Prospectus	5 credits
Quarter 7	PSYC 8307 - Multivariate Analysis	5 credits
9+	PSYC 9000 - Dissertation	5 credits per term for a minimum of 3 terms; taken continuously until completion

¹PSYC 8215 aligns with APSY 8216.

²PSYC 9000 aligns with APSY 9000A Dissertation Prep.

³PSYC 8202 aligns with APSY 8200.

⁴PSYC 9000 aligns with APSY 9000B Dissertation Prep. ⁵PSYC 9000 aligns with APSY 9000B Dissertation Prep.

⁶PSYC 8315 aligns with APSY 8314.

⁷PSYC 8702 aligns with APSY 8700B.

⁸PSYC 8307 aligns with APSY 8307.

Fast-Track Option Course Sequence for MS Entry

Note: PhD in Psychology specialization Fast-Track Option courses are identified with an APSY course prefix for enrollment purposes. APSY course descriptions align with corresponding PSYC courses, as listed below.

Students undertake courses in the following sequence.

Quarter	Course	Credits
1	PSYC 8004 - Foundations for Graduate Study in Psychology	3 credits
	PSYC 8762 - Teaching of Psychology	5 credits
	PSYC 8412 - Research Foundations	5 credits
Quarter	PSYC 8202 - Survey Research Methods	5 credits
	RSCH 8360 - Advanced Qualitative Reasoning and Analysis	5 credits
	PSYC 8214 - Consulting for Organizational Change	5 credits
	PSYC 9000 - Dissertation	1 credits

Quarter	Course	Credits
Quarter 3	RSCH 8260 - Advanced Quantitative Reasoning and Analysis	5 credits
	PSYC 8316 - Tests and Measurement	5 credits
	PSYC 8315 - Program Evaluation	5 credits
	PSYC 9000 - Dissertation	1 credits
Quarter 4	RSCH 8460 - Advanced Mixed-Methods Reasoning and Analysis	5 credits
	PSYC 8702 - Dissertation Literature Review Lab	2 credits
	PSYC 8920R - Research Practicum OR PSYC 8920T - Teaching Practicum	5 credits
	PSYC 9000 - Dissertation	1 credits
Quarter 5	PSYC 8307 - Multivariate Analysis	5 credits
	PSYC 8115-Writing a Quality Prospectus OR PSYC 8185 - Writing a Quality Prospectus	5 credits
	PSYC 9000 - Dissertation	2 credits
Quarter 6 8+	PSYC 9000 - Dissertation	5 credits per term for a minimum of 3 terms; taken continuously until completion

¹PSYC 8202 aligns with APSY 8200.

²PSYC 9000 aligns with APSY 9000A Dissertation Prep.

³PSYC 8315 aligns with APSY 8314.

⁴PSYC 9000 aligns with APSY 9000A Dissertation Prep.

⁵PSYC 8702 aligns with APSY 8700.

⁶PSYC 9000 aligns with APSY 9000A Dissertation Prep.

⁷PSYC 8307 aligns with APSY 8307.

⁸PSYC 9000 aligns with APSY 9000B Dissertation Prep.

+ Specialization in Social Psychology

Students will apply knowledge of social psychological theory to conduct research on such important social issues as social cognition, attitudes, interpersonal processes, and group dynamics. Through this specialization, students can expand their understanding of how social factors influence human psychology and behavior and the use of sophisticated research methods to position themselves to teach and conduct research in higher education.

Note on Licensure

The Social Psychology specialization in the PhD in Psychology program is not a licensure program and does not prepare an individual to become a licensed psychology professional.

Specialization Curriculum

PSYC 8202 - Survey Research Methods* (5 credits)

- Students may take this as a non-degree course. PSYC 8247 - Social Psychology* (5 credits)
- Students may take this as a non-degree course.

PSYC 8296 - Social Cognition and Attitudes* (5 credits)

- Students may take this as a non-degree course.

PSYC 8640 - Applied Social Psychology (5 credits)

Fast-Track Option Course Sequence for BS Entry

Note: PhD in Psychology specialization Fast-Track Option courses are identified with an APSY course prefix for enrollment purposes. APSY course descriptions align with corresponding PSYC courses, as listed below.

Quarter	Course	Credits
1	PSYC 8004 - Foundations for Graduate Study in Psychology	3 credits
	PSYC 8252 - Themes and Theories of Psychology	5 credits
	PSYC 8215 - Lifespan Development 1	5 credits
2	PSYC 8701 - Culture and Psychology	5 credits
	RSCH 8110 - Research Theory, Design, and Methods	5 credits
	PSYC 8247 - Social Psychology	5 credits
	PSYC 9000 - Dissertation 3	1 er
3	PSYC 8762 - Teaching of Psychology	5 credits
	RSCH 8210 - Quantitative Reasoning and Analysis	5 credits
	PSYC 8296 - Social Cognition and Attitudes	5 credits
	PSYC 9000 - Dissertation 5	2 credits
6	PSYC 8412 - Research Foundations	5 credits
	PSYC 8214 - Consulting for Organizational Change	5 credits
	PSYC 8202 - Survey Research Methods	5 credits
	PSYC 9000 - Dissertation 7	2 credits
8	RSCH 8360 - Advanced Qualitative Reasoning and Analysis	5 credits
	PSYC 8315 - Program Evaluation	5 credits
	PSYC 8640 - Applied Social Psychology 9	5 credits

	PSYC 8702 - Dissertation Literature Review Lab 10	2 credits
Quarter	RSCH 8260 - Advanced Quantitative Reasoning and Analysis	5 credits
	PSYC 8115 - Writing a Quality Prospectus OR PSYC 8185 - Writing a Quality Prospectus	5 credits
	PSYC 8920R - Research Practicum OR PSYC 8920T - Teaching Practicum	5 credits
Quarter	Course	Credits
9+ Quarter 7	PSYC 9000 - Dissertation	5 credits per term for a minimum of 3 terms; taken continuously until completion

¹PSYC 8215 aligns with APSY 8216.

²PSYC 8247 aligns with APSY 8254.

³PSYC 9000 aligns with APSY 9000A Dissertation Prep

⁴PSYC 8296 aligns with APSY 8296.

⁵PSYC 9000 aligns with APSY 90008 Dissertation Prep.

⁶PSYC 8202 aligns with APSY 8200.

⁷PSYC 9000 aligns with APSY 90008 Dissertation Prep.

⁸PSYC 8315 aligns with APSY 8314.

⁹PSYC 8640 aligns with APSY 86408.

¹⁰PSYC 8702 aligns with APSY 8700

Fast-Track Option Course Sequence for MS Entry

Note: PhD in Psychology specialization Fast-Track Option courses are identified with an APSY course prefix for enrollment purposes. APSY course descriptions align with corresponding PSYC courses, as listed below.

Quarter	Credits
Quarter 1 PSYC 8004 - Foundations for Graduate	3 credits
Study in Psychology	5 credits
PSYC 8762 - Teaching of Psychology PSYC 8247 -	5 credits
Social Psychology	
1	
Quarter 2 PSYC 8412 - Research Foundations	5 credits
PSYC 8214 - Consulting for Organizational Change	5 credits

PSYC 8296 - Social Cognition and Attitudes	5 credits
2	
PSYC 9000 - Dissertation	1 credits
3	
Quarter 3 RSCH 8360 - Advanced Qualitative	5 credits
Reasoning and	
Analysis	
PSYC 8315 - Program Evaluation	5 credits
4	
PSYC 8202 - Survey Research Methods	5 credits
5	
PSYC 9000 - Dissertation	1 credits
6	

Quarter	Course	Credits
Quarter 4	RSCH 8260 - Advanced Quantitative Reasoning and Analysis	5 credits
	PSYC 8640 - Applied Social Psychology	5 credits
	PSYC 8702 - Dissertation	2 credits
	Literature Review Lab	7
	PSYC 9000 - Dissertation	1 credits
	8	
Quarter 5	PSYC 8920R - Research Practicum OR PSYC 8920T - Teaching Practicum	5 credits
	PSYC 8115 - Writing a Quality Prospectus OR PSYC 8185 - Writing a Quality Prospectus	5 credits
	PSYC 9000 - Dissertation	2 credits
	9	
Quarter	PSYC 9000 - Dissertation	5 credits per term for a minimum of 3 terms;
	6-8+	taken continuously until completion

¹PSYC 8247 aligns with APSY 8245.

²PSYC 8296 aligns with APSY 8296.

³PSYC 9000 aligns with APSY 9000A Dissertation Prep.

⁴PSYC 8315 aligns with APSY 8314.

⁵PSYC 8202 aligns with APSY 8200.

⁶PSYC 9000 aligns with APSY 9000A Dissertation Prep.

⁷PSYC 8702 aligns with APSY 8700.

⁸PSYC 9000 aligns with APSY 9000A Dissertation Prep.

⁹PSYC 9000 aligns with APSY 9000B Dissertation Prep.

+ Specialization in Teaching in Psychology

The Teaching Psychology specialization 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.

Note on Licensure

The Teaching in Psychology specialization in the PhD in Psychology program is not a licensure program and does not prepare an individual to become a licensed psychology professional.

Learning Outcomes

Students in the Teaching Psychology specialization will:

1. Acquire a broad knowledge base in psychology and its history, ethics, research methods, and applications.
2. Use psychological theory, research, and practice to inform instructional process and content.
3. Apply psychological theories and research to educational practice.
4. Develop the ability to promote attitudes and skills for lifelong learning, critical inquiry, and problem-solving in graduate and undergraduate learners.
5. Develop the research skills necessary to make scholarly contributions to the field of psychology.

Specialization Curriculum

PSYC 8620 -Adult Learning Theory and Application (5 credits) PSYC 8630 - Theories of Learning and Motivation (5 credits) PSYC 8763 - Principles of Instructional Design* (5 credits)

- Students may take this as a non-degree course.
PSYC 8764 - Instructional Design for Online Course Development* (5 credits)
- Students may take this as a non-degree course.

Fast-Track Option Course Sequence for BS Entry

Note: PhD in Psychology specialization Fast-Track Option courses are identified with an APSY course prefix for enrollment purposes. APSY course descriptions align with corresponding FPSY courses, as listed below.

Students undertake courses in the following sequence.

Quarter	Credits
Quarter 1 PSYC 8004 - Foundations for Graduate Study	3 credits
in	
Psychology	
PSYC 8252 - Themes and Theories of Psychology	5 credits
PSYC 8215 - Lifespan Development	5 credits
Quarter 2 PSYC 8701 - Culture and Psychology	5 credits
RSCH 8110 - Research Theory, Design, and Methods	5 credits
PSYC 8630 - Theories of Learning and Motivation	5 credits
PSYC 9000 - Dissertation 2	1 credits
Quarter	Credits
Quarter 3 PSYC 8762 - Teaching of Psychology	5 credits
RSCH 8210 - Quantitative Reasoning and Analysis	5 credits

PSYC 8763 - Principles of Instructional Design	5 credits
PSYC 9000 - Dissertation	2 credits
3	
Quarter 4 PSYC 8412 - Research Foundations	5 credits
PSYC 8214 - Consulting for Organizational Change	5 credits
PSYC 8764 - Instructional Design for Online Course	5 credits
Development	
PSYC 9000 - Dissertation	2 credits
4	
Quarter 5 RSCH 8360 - Advanced Qualitative	5 credits
Reasoning and	
Analysis	
PSYC 8315 - Program Evaluation	5 credits
PSYC 8620 - Adult Learning Theory and Application	5 credits
PSYC 8702 - Dissertation Literature Review Lab 6	2 credits
Quarter 6 RSCH 8260 - Advanced Quantitative Reasoning and	5 credits Analysis
PSYC 8115 - Writing a Quality Prospectus OR PSYC 8185 - Writing a Quality Prospectus	
PSYC 8920R - Research Practicum OR PSYC 8920T 5 credits	
- Teaching Practicum	
Quarter 7 - PSYC 9000 - Dissertation	5 credits per term for a minimum of 3
9+	terms;
	taken continuously until completion

¹PSYC 8215 aligns with APSY 8216.

²PSYC 9000 aligns with APSY 9000A Dissertation Prep. ³PSYC 9000 aligns with APSY 9000B Dissertation Prep.

⁴PSYC 9000 aligns with APSY 9000B Dissertation Prep.

⁵PSYC 8315 aligns with APSY 8314.

⁶PSYC 8702 aligns with APSY 8700.

Fast-Track Option Course Sequence for MS Entry

Note: PhD in Psychology specialization Fast-Track Option courses are identified with an APSY course prefix for enrollment purposes. APSY course descriptions align with corresponding PSYC courses, as listed below.

Quarter	Credits
Quarter 1 PSYC 8004 - Foundations for Graduate	3 credits

Study in

Psychology

PSYC 8762 - Teaching of Psychology

5 credits

PSYC 8630 - Theories of Learning and Motivation

5 credits

Quarter	Credits
Quarter 2 PSYC 8412 - Research Foundations	5 credits
PSYC 8214 - Consulting for Organizational Change	5 credits
PSYC 8763 - Principles of Instructional Design	5 credits
PSYC 9000 - Dissertation	1 credits
1	
Quarter 3 RSCH 8360 - Advanced Qualitative	5 credits
Reasoning and Analysis	
PSYC 8315 - Program Evaluation	5 credits
PSYC 8764 - Instructional Design for Online Course	5 credits
Development	
PSYC 9000 - Dissertation	1 credits
3	
Quarter 4 RSCH 8260 - Advanced Quantitative	5 credits
Reasoning and Analysis	
PSYC 8620 - Adult Learning Theory and Application	5 credits
PSYC 8702 - Dissertation Literature Review Lab	2 credits
4	1 credits
PSYC 9000 - Dissertation	5
Quarter 5 PSYC 8920R - Research Practicum OR PSYC 8920T	5 credits
- Teaching Practicum	
PSYC 8115 - Writing a Quality Prospectus OR PSYC 8185 - Writing a Quality Prospectus	5 credits
PSYC 9000 - Dissertation	2 credits
6	
Quarter 6-8+ PSYC 9000 - Dissertation	5 credits per term for a minimum of 3 terms;
	taken continuously until completion

¹PSYC 9000 aligns with APSY 9000A Dissertation Prep.

²PSYC 8315 aligns with APSY 8314.

³PSYC 9000 aligns with APSY 9000A Dissertation Prep.

⁴PSYC 8702 aligns with APSY 8700.

⁵PSYC 9000 aligns with APSY 9000A Dissertation Prep.

⁶PSYC 9000 aligns with APSY 9000B Dissertation Prep.

+ Specialization in Self-Designed

The Self-Designed specialization lets students design their own program of study. This offering allows students maximum flexibility to design a program that closely matches their personal and professional goals. Choose any four specialization courses included in the School of Psychology PhD programs to fulfill the specialization course requirement.

(Note: There is no Fast-Track Option for the Self-Designed specialization [BS or MS entry].)

Note on Licensure

The Self-Designed specialization in the PhD in Psychology program is not a licensure program and does not prepare an individual to become a licensed psychology professional.

Curriculum

Track I: Students Entering with a Related MS Degree

Minimum Degree Requirements

- Doctoral Writing Assessment
- Professional Development Plan and Program of Study
- Foundation course (3 credits)
- Core courses (25 credits)
- Research courses (10 credits)
- Specialization courses (20 credits)
- Completion of Doctoral Dissertation
 - Dissertation support courses (7 credits)
 - Dissertation writing courses: (5 credits per term for a minimum of four terms; taken continuously until completion)
 - Quarter Plans
- Four PhD residencies

Curriculum

Foundation Course (3 credits)

PSYC 8004 - Foundations for Graduate Study in Psychology (3 credits)

Core Courses (25 credits)

PSYC 8412 - Research Foundations (5 credits)

- Students may take this as a non-degree course.
PSYC 8315 - Program Evaluation* (5 credits)
- Students may take this as a non-degree course.
PSYC 8412- Research Foundations (5 credits) PSYC 8762 - Teaching of Psychology* (5 credits)
- Students may take this as a non-degree course. PSYC 8920R - Research Practicum

OR

PSYC 8920T - Teaching Practicum (5 credits)

Research Courses (10 credits)

RSCH 8260 -Advanced Quantitative Reasoning and Analysis (5 credits) RSCH 8360 -Advanced Qualitative Reasoning and Analysis (5 credits)

Specialization Courses (20 credits)

These courses are dependent upon the particular specialization. Please see the course list on each specialization page.

Residency Requirements

- Residency 1 - Complete Residency 1 as soon as you begin your program; should be completed in Term 1 or Term 2.
- Residency 2 - Complete Residency 2 at the beginning of your second year, around the time of second research course.
- Residency 3 - Complete Residency 3 once you have a prospectus in Walden's review system.
- Residency 4 - Complete residency 4 after your prospectus is approved as follows:
 - Residency 4 General (RESI 8404) OR
 - Residency 4 Proposal Writing (RESI 84040) OR
 - Residency 4 Methods & Data Collection: Qualitative (RESI 8404R) OR
 - Residency 4 Methods & Data Collection: Quantitative (RESI 8404S) OR
 - Residency 4 Publishing & Presenting (RESI 8404T) OR
 - an approved professional conference (RESI 8900 for select programs only. Contact Advising for information.) OR
 - a dissertation intensive (DRWI 8500) during your 9000 course. Contact Student Success Advising to register. You must attend all sessions and advising throughout the entire intensive retreat in order to successfully complete the experience to satisfy residency 4 requirements. **NOTE: Intensive Retreats are NOT included in Fast Track tuition.**
- **Optional:** Complete a dissertation intensive (DRWI 8500) during PSYC 9000. Contact Student Success Advising to register. **Note: Intensives are not included in Fast Track tuition.**

Completion of the Doctoral Dissertation

PSYC 8115 - Writing a Quality Prospectus (5 credits)

OR

~~PSYC 8185 - Writing a Quality Prospectus (5 credits)~~

AND

PSYC 8702 - Dissertation Literature Review Lab (2 credits)

PSYC 9000 - Dissertation (5 credits per quarter for a minimum of 4 quarters until completion)

Students take this course for a minimum of four quarters and are continuously enrolled until completion of their dissertation with final chief academic officer (CAO) approval. In general, students are continuously registered in the dissertation course until they complete their capstone project and it is approved. This usually takes longer than the minimum required terms in the dissertation course shell.

To complete a doctoral dissertation, students must obtain the academic approval of several independent evaluators including their committee, the University Research Reviewer, and the Institutional Review Board; pass the Form and Style Review; gain approval at the oral defense stage; and gain final approval by the chief academic officer. Students must also publish their dissertation on ProQuest before their degree is conferred. Learn more about the dissertation process in the Dissertation Guidebook.

Course Sequence for Track I: Students Entering with a Related MS Degree

Quarter	Course	Credits
Quarter 1	PSYC 8004 - Foundations for Graduate Study in Psychology	3 credits
	PSYC 8762 - Teaching of Psychology	5 credits
Complete Residency 1 as soon as you begin your program; should be completed in Term 1 or Term 2.		
Quarter 2	PSYC 8412 - Research Foundations	5 credits
	Specialization Course	5 credits
Quarter 3	RSCH 8360 - Advanced Qualitative Reasoning and Analysis	5 credits
	Specialization Course	5 credits
Quarter 4	RSCH 8260 - Advanced Quantitative Reasoning and Analysis	5 credits
	Complete Residency 2 at the beginning of your second year, around the time of second research course.	5 credits
	PSYC 8214 - Consulting for Organizational Change	
Quarter 5	Specialization Course	5 credits
	PSYC 8315 - Program Evaluation	5 credits
Quarter 6	PSYC 8702 - Dissertation Literature Review Lab	2 credits
	PSYC 8920R - Research Practicum OR PSYC 8920T - Teaching Practicum	5 credits
Quarter 7	Specialization Course	5 credits
	PSYC 8115-Writing a Quality Prospectus OR PSYC 8185 - Writing a Quality Prospectus	5 credits
Complete Residency 3 once you have a prospectus in Walden's review system.		
Quarter 8	PSYC 9000 - Dissertation *	5 credits per term for a minimum of 4 terms; taken continuously until completion

Quarter	Course	Credits
<p>Complete residency 4 after your prospectus is approved as follows:</p> <ul style="list-style-type: none"> • Residency 4 General (RESI 8404) OR • Residency 4 Proposal Writing (RESI 8404Q) OR • Residency 4 Methods & Data Collection: Qualitative (RESI 8404R) OR • Residency 4 Methods & Data Collection: Quantitative (RESI 8404S) OR • Residency 4 Publishing & Presenting (RESI 8404T) OR • an approved professional conference (RESI 8900 for select programs only. Contact Advising for information.) OR • a dissertation intensive (DRWI 8500) during your 9000 course. Contact Student Success Advising to register. You must attend all sessions and advising throughout the entire intensive retreat in order to successfully complete the experience to satisfy residency 4 requirements. NOTE: Intensive Retreats are NOT included in Fast Track tuition. 		
<p>! Optional: Complete a dissertation intensive (DRWI 8500) during PSYC 9000. Contact Student Success Advising to register. Note: Intensives are not included in Fast Track tuition.</p>		

* Students take this course for a minimum of four quarters and are continuously enrolled until completion of their dissertation with final chief academic officer (CAO) approval. In general, students are continuously registered in the dissertation course until they complete their capstone project and it is approved. This usually takes longer than the minimum required terms in the dissertation course shell.

To complete a doctoral dissertation, students must obtain the academic approval of several independent evaluators including their committee, the University Research Reviewer, and the Institutional Review Board; pass the Form and Style Review; gain approval at the oral defense stage; and gain final approval by the chief academic officer. Students must also publish their dissertation on ProQuest before their degree is conferred. Learn more about the dissertation process in the Dissertation Guidebook.

Fast-Track Option Program of Study

Walden offers a Fast-Track Option. With the Fast-Track Option, students take additional courses and begin their dissertation early to expedite their path through the program.

(Note: There is no Fast-Track Option for the Self-Designed specialization [BS or MS entry].)

Minimum Degree Requirements

- Doctoral Writing Assessment
- Professional Development Plan and Program of Study
- Foundation course (3 credits)
- Core courses (25 credits)
- Research courses (10 credits)
- Specialization courses (20 credits)

- Completion of Doctoral Dissertation
 - Dissertation support courses (12 credits)
 - Dissertation writing course (5 credits per term for a minimum of three terms; taken continuously until completion)
 - Quarter Plans
- Four PhD residencies Students must also
- Pass a writing assessment.
- Submit an application essay.
- Maintain a 3.0 GPA.

Walden students have up to 8 years to complete their doctoral program unless they petition for an extension.

In general, students are continuously registered in the dissertation/doctoral study course until they complete their capstone project and it is approved. This usually takes longer than the minimum required terms in the dissertation/doctoral study course shell.

To complete a doctoral dissertation, students must obtain the academic approval of several independent evaluators including their committee, the University Research Reviewer, and the Institutional Review Board; pass the Form and Style Review; gain approval at the oral defense stage; and gain final approval by the chief academic officer. Students must also publish their dissertation on ProQuest before their degree is conferred. Learn more about the dissertation process in the Dissertation Guidebook.

Course Sequence

The Fast-Track Option course sequences for students entering with an MS degree are dependent upon the particular specialization. Please see the course sequence on each specialization page.

Track 2: Students Entering with a BS Degree or an Unrelated MS Degree

Minimum Degree Requirements

- Doctoral Writing Assessment
- Professional Development Plan and Program of Study
- Foundation course (3 credits)
- Core courses (40 credits)
- Research courses (20 credits)
- Specialization courses (20 credits)
- Completion of the Doctoral Dissertation
 - Dissertation support courses (7 credits)
 - Dissertation writing courses (5 credits per term for a minimum of four terms; taken continuously until completion)
 - Quarter Plans
- Four PhD residencies

Curriculum

Foundation Course (3 credits)

PSYC 8004 - Foundations for Graduate Study in Psychology (3 credits)

Core Courses (40 credits)

PSYC 8214 - Consulting for Organizational Change* (5 credits)

- Students may take this as a non-degree course.

PSYC 8215 - Lifespan Development* (5 credits)

- Students may take this as a non-degree course.

PSYC 8252 - Themes and Theories of Psychology (5 credits) PSYC 8315 - Program Evaluation* (5 credits)

- Students may take this as a non-degree course.

PSYC 8412 - Research Foundations (5 credits) PSYC 8701 - Culture and Psychology* (5 credits)

- Students may take this as a non-degree course.

PSYC 8762 - Teaching of Psychology* (5 credits)

- Students may take this as a non-degree course.

PSYC 8920R - Research Practicum

OR

PSYC 8920T - Teaching Practicum (5 credits)

Research Courses (20 credits)

RSCH 8110 - Research Theory, Design, and Methods* (5 credits)

- Students may take this as a non-degree course.

RSCH 8210 - Quantitative Reasoning and Analysis* (5 credits)

- Students may take this as a non-degree course.

RSCH 8260 -Advanced Quantitative Reasoning and Analysis (5 credits) RSCH 8360 -Advanced Qualitative

Reasoning and Analysis (5 credits)

Residency Requirements

- Residency 1 - Complete Residency 1 as soon as you begin your program; should be completed in Term 1 or Term 2.
- Residency 2 - Complete Residency 2 at the beginning of your second year, around the time of second research course.
- Residency 3 - Complete Residency 3 once you have a prospectus in Walden's review system.
- Residency 4 - Complete residency 4 after your prospectus is approved as follows:
 - Residency 4 General (RESI 8404) OR
 - Residency 4 Proposal Writing (RESI 8404Q) OR
 - Residency 4 Methods & Data Collection: Qualitative (RESI 8404R) OR
 - Residency 4 Methods & Data Collection: Quantitative (RESI 8404S) OR
 - Residency 4 Publishing & Presenting (RESI 8404T) OR
 - an approved professional conference (RESI 8900 for select programs only. Contact Advising for information.) OR
 - a dissertation intensive (DRWI 8500) during your 9000 course. Contact Student Success Advising to register. You must attend all sessions and advising throughout the entire intensive retreat in order to successfully complete the experience to satisfy residency 4 requirements. *NOTE: Intensive Retreats are NOT included in Fast Track tuition.*

- **Optional:** Complete a dissertation intensive (DRWI 8500) during PSYC 9000. Contact Student Success Advising to register. **Note: Intensives are not included in Fast Track tuition.**

Completion of the Doctoral Dissertation

PSYC 8115 - Writing a Quality Prospectus (5 credits)

OR

PSYC 8185 - Writing a Quality Prospectus (5 credits)

AND

PSYC 8702 - Dissertation Literature Review Lab (2 credits)

PSYC 9000 - Dissertation (5 credits per quarter for a minimum of 4 quarters until completion)

Students take this course for a minimum of four quarters and are continuously enrolled until completion of their dissertation with final chief academic officer (CAO) approval. In general, students are continuously registered in the dissertation course until they complete their capstone project and it is approved. This usually takes longer than the minimum required terms in the dissertation course shell.

To complete a doctoral dissertation, students must obtain the academic approval of several independent evaluators including their committee, the University Research Reviewer, and the Institutional Review Board; pass the Form and Style Review; gain approval at the oral defense stage; and gain final approval by the chief academic officer. Students must also publish their dissertation on ProQuest before their degree is conferred. Learn more about the dissertation process in the Dissertation Guidebook.

Course Sequence for Track II: Students Entering with a BS Degree or an Unrelated MS Degree

Quarter	Course	Credits
1	PSYC 8004 - Foundations for Graduate Study in Psychology	3 credits
	PSYC 8252 - Themes and Theories of Psychology	5 credits
	Complete Residency 1 as soon as you begin your program; should be completed in Term 1 or Term 2.	
2	PSYC 8215 - Lifespan Development	5 credits
	PSYC 8701 - Culture and Psychology	5 credits
3	RSCH 8110 - Research Theory, Design, and Methods	5 credits
	PSYC 8762 - Teaching of Psychology	5 credits
4	RSCH 8210 - Quantitative Reasoning and Analysis	5 credits
	Complete Residency 2 at the beginning of your second year, around the time of second research course.	5 credits
	Specialization Course*	
5	PSYC 8412 - Research Foundations	5 credits
	Specialization Course*	5 credits
6	RSCH 8360 - Advanced Qualitative Reasoning and Analysis	5 credits
	PSYC 8214 - Consulting for Organizational Change	5 credits

Quarter	RSCH 8260 - Advanced Quantitative Reasoning and Analysis	5 credits
	Specialization Course*	5 credits
Quarter	PSYC 8315 - Program Evaluation	5 credits
	PSYC 8702 - Dissertation Literature Review Lab	2 credits
9	PSYC 8920R - Research Practicum OR PSYC 8920T - Teaching Practicum	5 credits
	Specialization Course*	5 credits
Quarter 10	PSYC 8115-Writin	5 credits
	a Quality Prospectus OR PSYC 8185 -Writing a Quality Prospectus	
	Complete Residency 3 once you have a prospectus in Walden's review system.	

Quarter	Course	Credits
11+	PSYC 9000 - Dissertation	5 credits per term for a minimum of 4 terms; taken continuously until completion
	<p>Complete residency 4 after your prospectus is approved as follows:</p> <ul style="list-style-type: none"> • Residency 4 General (RESI 8404) OR • Residency 4 Proposal Writing (RESI 8404Q) OR • Residency 4 Methods & Data Collection: Qualitative (RESI 8404R) OR • Residency 4 Methods & Data Collection: Quantitative (RESI 8404S) OR • Residency 4 Publishing & Presenting (RESI 8404T) OR • an approved professional conference (RESI 8900 for select programs only. Contact Advising for information.) OR • a dissertation intensive (DRWI 8500) during your 9000 course. Contact Student Success Advising to register. You must attend all sessions and advising throughout the entire intensive retreat in order to successfully complete the experience to satisfy residency 4 requirements. NOTE: Intensive Retreats are NOT included in Fast Track tuition. 	
	<p>Optional: Complete a dissertation intensive (DRWI 8500) during PSYC 9000. Contact Student Success Advising to register. Note: Intensives are not included in Fast Track tuition.</p>	

* See each specialization page for specific courses.

** Students take this course for a minimum of four quarters and are continuously enrolled until completion of their dissertation with final chief academic officer (**CAO**) approval. In general, students are continuously registered in the dissertation course until they complete their capstone project and it is approved. This usually takes longer than the minimum required terms in the dissertation course shell.

To complete a doctoral dissertation, students must obtain the academic approval of several independent evaluators including their committee, the University Research Reviewer, and the Institutional Review Board; pass the Form and Style Review; gain approval at the oral defense stage; and gain final approval by the chief academic officer. Students must also

publish their dissertation on ProQuest before their degree is conferred. Learn more about the dissertation process in the Dissertation Guidebook.

Fast-Track Option Program of Study

Walden offers a Fast-Track Option. With the Fast-Track Option, students take additional courses and begin their dissertation early to expedite their path through the program.

(Note: There is no Fast-Track Option for the Self-Designed specialization [BS or MS entry].)

Minimum Degree Requirements

- Doctoral Writing Assessment
- Professional Development Plan and Program of Study
- Foundation course (3 credits)
- Core courses (40 credits)
- Research courses (20 credits)
- Specialization courses (20 credits)
- Completion of Doctoral Dissertation
 - Dissertation support courses (12 credits)
 - Dissertation writing courses (5 credits per term for a minimum of three terms; taken continuously until completion)
 - Quarter Plans
- Four PhD residencies In addition, students must
- Pass a writing assessment.
- Submit an application essay.
- Maintain a 3.0 GPA.

Walden students have up to 8 years to complete their doctoral program unless they petition for an extension.

In general, students are continuously registered in the dissertation course until they complete their capstone project and it is approved. This usually takes longer than the minimum required terms in the dissertation course shell.

To complete a doctoral dissertation, students must obtain the academic approval of several independent evaluators including their committee, the University Research Reviewer, and the Institutional Review Board; pass the Form and Style Review; gain approval at the oral defense stage; and gain final approval by the chief academic officer. Students must also publish their dissertation on ProQuest before their degree is conferred. Learn more about the dissertation process in the Dissertation Guidebook.

Course Sequence

The Fast-Track Option course sequences for students entering with a BS degree are dependent upon the particular specialization. Please see the course sequence on each specialization page.

Master of Philosophy (Embedded Degree)

Walden awards the Master of Philosophy (MPhil) degree to recognize PhD students for academic achievement leading up to their dissertation. With an MPhil, students will be able to demonstrate to employers and others that they have an advanced knowledge base in their field of study as well as proficiency in research design and evaluation.

- Students are eligible to apply for this credential while continuing their PhD program once they have completed:
 - a All required PhD core courses (or KAMs)
 - a All required PhD specialization courses (or KAMs)
 - a All required doctoral research and advanced research courses
 - a Program prospectus development course
 - a Residencies 1, 2, and 3
- A minimum 3.0 GPA is mandatory.
- The MPhil requires a minimum of 45 quarter credits. Maximum transfer of credit varies by program but is not to exceed 50% of the overall, or embedded, program requirements.

Doctoral Writing Assessment

Students who start or readmit to doctoral programs at Walden University in the university catalog for academic year 2017 or later will complete the university's required doctoral writing assessment. Designed to evaluate incoming doctoral students' writing skills, this assessment aims to help prepare incoming doctoral students to meet the university's expectations for writing at the doctoral level.

Post-Doctoral Respecialization Certificate

This program is not currently accepting new students. Current students must complete their programs of study in accordance with Walden's Time-to-Degree Completion policies.

Earning a Respecialization Certificate gives students the opportunity to gain theory and knowledge in a specialization other than the one they focused on in their degree work. Students complete a unique program of study that accounts for previous coursework and includes courses required to achieve essential knowledge in the new specialization.

Note on Licensure

The respecialization certificate is not a licensure program and does not prepare an individual to become a licensed psychology professional.

Specialization Requirements

- Specific coursework determined by the student and the School of Psychology's faculty chair for the specialization chosen
- Minimum 3.0 GPA

Time to completion may vary by student, depending on individual progress and credits transferred, if applicable. For a personalized estimate of time to completion, students should call an enrollment specialist at 1-866-492-5336.

Students should request information or speak with an enrollment specialist by calling 1-866-492-5336 for assistance in deciding which online program best fits their goals. A list of international toll-free phone numbers is available for students outside the United States.

BS in Forensic Psychology

This program is not currently accepting new students. Current students must complete their programs of study in accordance with Walden's Time-to-Degree Completion policies.

The BS in Forensic Psychology program provides a broad background in general psychology with an additional strong foundation aimed specifically at forensic psychology. To further the students' opportunities, four concentrations are offered. Graduates of the program will be prepared to work effectively and ethically with diverse populations (victims, criminals, families, children, adults, etc.) in a wide range of settings (government, courts, business, community, and correctional institutions).

Learning Outcomes

At the end of this course, students will be able to:

1. Describe current issues, problems, and trends in the field of forensic psychology.
2. Apply basic research methods in psychology, including research design, data analysis, and interpretation.
3. Use forensic assessment strategies, including interviews and observations, to solve problems related to forensic psychology.
4. Apply psychological theory and research to provide successful interventions for personal, social, and organizational issues in the realm of forensic psychology.
5. Describe the role of ethical behavior in promoting social change in a variety of settings.
6. Demonstrate the ability to use guidelines and standards of the profession to communicate information about psychological processes in various forensic settings.
7. Discuss the importance of diversity and multicultural issues when evaluating and intervening with forensic psychology populations.
8. Develop a strategy for personal and career development in the field of forensic psychology.

Degree Requirements

- 181 total quarter credits
- General education courses (46 credits)
- Core courses (50 credits)
- Concentration courses (15 credits)
- Elective courses (65 credits)
- Capstone course (5 credits)

Curriculum

General Education Courses (46 credits)

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

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

Core Courses (50 credits)

PSYC 1001 - Introduction to Psychology* (5 credits)

- Students may take this as a non-degree course. PSYC 2001 - Cross-Cultural Psychology* (5 credits)
- Students may take this as a non-degree course.
PSYC 2009 - Theories of Personality* (5 credits)
- Students may take this as a non-degree course.
PSYC 3002 - Introduction to Basic Statistics* (5 credits)
- Students may take this as a non-degree course.
PSYC 3003 - Methods in Psychological Inquiry* (5 credits)
- Students may take this as a non-degree course.
PSYC 3004 - Psychological Disorders* (5 credits)
- Students may take this as a non-degree course.
CRJS 4102 - The Criminal Mind* (5 credits)
- Students may take this as a non-degree course.
FPSY 2101 - Introduction to Forensic Psychology* (5 credits)
- Students may take this as a non-degree course.
FPSY 4111 - Forensic Interviewing and Investigation* (5 credits)
- Students may take this as a non-degree course.
FPSY 4112 - Forensic Assessment* (5 credits)
- Students may take this as a non-degree course.

Electives (65 credits)

Students are to select 13 additional courses to fulfill the elective requirement. At least four elective courses (20 credits) must be at the 3000 level or above in the BS in Psychology or BS in Forensic Psychology programs. For the remaining nine courses (45 credits), students may choose courses from general education courses, BS in Forensic Psychology concentration courses, or courses from any of Walden's bachelor's degree programs.

Note: Electives can also be used to complete a six-course minor. RN-BSN courses are not available to students outside the RN-BSN program.

Capstone Course (5 credits)

FPSY 4920 - Capstone (5 credits)

Post-Master's Online Teaching in Psychology Certificate

The Post-Master's Online Teaching in Psychology Certificate program combines the theory behind online learning, including principles of instructional design, with practical teaching strategies and best practices for teaching a diverse student body in an online environment.

Graduates will be prepared to teach online at the university level or work with an online learning organization.

Certificate Requirements

- Certificate courses (20 credits)

Certificate Curriculum (20 credits)

PSYC 8760 - Educational Psychology* (5 credits)

- Students may take this as a non-degree course.

PSYC 8762 - Teaching of Psychology* (5 credits)

- Students may take this as a non-degree course.

PSYC 8763 - Principles of Instructional Design* (5 credits)

- Students may take this as a non-degree course.

PSYC 8764 - Instructional Design for Online Course Development* (5 credits)

- Students may take this as a non-degree course.

Course Sequence

	Quarter	Course	Credits
1	Quarter	PSYC 8760 - Educational Psychology	5 credits
		PSYC 8762 - Teaching of Psychology	5 credits
2	Quarter	PSYC 8763 - Principles of Instructional Design	5 credits
		PSYC 8764 - Instructional Design for Online Course Development	5 credits

College of Social and Behavioral Health

Mission

The College of Social and Behavioral Health provides inclusive, accessible education promoting individual and systemic change through the School of Counseling and the Barbara Solomon School of Social Work.

Vision

The College of Social and Behavioral Health endeavors to educate social change agents for a healthier, more compassionate, and equitable world.

School of Counseling

Mission

The School of Counseling provides accessible, inclusive, and quality counselor education that empowers graduates to promote wellness and social change in a diverse world.

Vision

The School of Counseling endeavors to create a healthier world through fostering wellness and transforming lives.

Barbara Solomon School of Social Work

Mission

The Barbara Solomon School of Social Work prepares a diverse group of highly qualified social workers who engage in advocacy and intervention based on inclusive best practices across diverse areas of practice, including behavioral healthcare.

Vision

The Barbara Solomon School of Social Work endeavors to be the leading provider of accessible, inclusive social work education, promoting change across multiple systems, including behavioral healthcare.

Barbara Solomon School of Social Work

Bachelor's Degree Programs

- Bachelor of Social Work (BSW)
- Other Undergraduate Options

- Accelerate into Master's (AIM)
- Undergraduate Minors

Master's Degree Programs

- Master of Social Work (MSW)
- Doctoral Degree Programs
- Doctor of Social Work (DSW)

- PhD in Social Work

School of Counseling

Master's Degree Programs

- MS Dual Degree in Clinical Mental Health Counseling and School Counseling
- MS in Clinical Mental Health Counseling
- MS in School Counseling

Doctoral Degree Programs

- PhD in Counselor Education and Supervision Programs Not Currently Accepting New Students
- MS in Marriage, Couple, and Family Counseling (not currently accepting new students)

Bachelor of Social Work (BSW)

The Bachelor of Social Work degree is designed to prepare students for service to individuals, families, groups, organizations, and communities as social work practitioners. Each student in the program will complete coursework, skills training, and supervised field experience. Students will receive support designed to prepare them for ethical and competent practice as professional social workers who employ evidence-based practice. Walden anticipates that graduates will be prepared to design culturally and contextually relevant generalist social services in their practice, and to provide mentoring and supervision, advocacy, and collaboration activities with their varied client populations.

Accreditation Statement



The Walden University Bachelor of Social Work (BSW) program is accredited by the Council on Social Work Education's (CSWE) Commission on Accreditation and by the Council for Higher Education Accreditation (CHEA). The program is also accredited by the Council on Social Work Education's Commission on Accreditation. The program has undergone a peer review process for assessment of program quality evaluated through a peer review process to meet its mission and goals and the Commission on Accreditation has verified that it demonstrates compliance with all sections of the Educational Policy and Accreditation Standards.

Note on Licensure

The Walden University Bachelor of Social Work (BSW) program is designed to prepare graduates to practice as licensed social workers in states that offer licensure at the bachelor's level. However, each state board responsible for the regulation of social work has its own requirements for licensure, including appropriate accreditation of academic programs.

Walden's Bachelor of Social Work has received accreditation by the Council on Social Work Education's (CSWE) Commission on Accreditation. Accreditation by the CSWE's Commission on Accreditation indicates that it has met all criteria for the assessment of program quality evaluated through a peer review process. A program that has attained accreditation status has demonstrated a commitment to meeting the compliance standards set by the Educational Policy and Accreditation Standards.

Prospective students enrolling in licensure-leading programs are advised that relocation to another state may impact the student's ability to complete field experiences and/or to obtain professional licensure, certification, or other credential in another state. Prospective students are advised to carefully review, evaluate, and understand the requirements of the applicable licensure board in the state in which they intend to relocate.

Learning Outcomes

Upon completion of the Bachelor of Social Work program, students will be able to:

1. Demonstrate an understanding of what is needed to develop a professional orientation and identify as a generalist social work.

2. Apply ethical standards and values to generalist social work practice.
3. Advocate for social change through promoting social, economic, and environmental justice.
4. Utilize evidence-based research to inform the practice of serving traditionally oppressed and disenfranchised populations.
5. Apply theories of human growth and development to social work practice.
6. Apply culturally competent generalist intervention skills as a generalist social worker.

Degree Requirements

- 182 total quarter credits (including 45 credits completed at Walden)
- General education courses (51 credits)
- Core courses (60 credits)
- Elective courses (50 credits)
- Field Experience courses (20 credits)
- Social Work Skills Lab Course (1 credits)

General Education (51 credits)

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

Core Courses (60 credits)

The following courses are required as part of Bachelor of Social Work core:

SOCW 2001 - Introduction to Social Work (5 credits)

SOCW 2002 - Basic Skills for Social Work Practice (5 credits) SOCW 2003 - Introduction to the Welfare State (5 credits)

SOCW 3001 - Diversity and Multiculturalism (5 credits)

SOCW 3002 - Human Behavior in the Social Environment I (5 credits) SOCW 3003 - Human Behavior in the Social

Environment II (5 credits) SOCW 3004 - Social Work Research I (5 credits)

SOCW 4001 - Policy and Advocacy (5 credits)

SOCW 4002 - Social Work Research II (5 credits)

SOCW 4003 - Generalist Practice I-Individuals/Families (5 credits) SOCW 4004 - Generalist Practice II-Groups (5 credits)

SOCW 4005 - Generalist Practice III-Organizations and Communities (5 credits)

Elective Courses (50 credits)

Students are to select 10 additional courses to fulfill the elective requirement. Students may choose courses from either General Education courses or courses from any of Walden's bachelor's degree programs. These 50 credits of electives are in addition to the 9-credit general education electives.

Field Experience (20 credits)

SOCW 4100 - Field Seminar I (10 credits) SOCW 4110 - Field Seminar II (10 credits)

Social Work Skills Lab (1 credits)

BWLB 4900 - Social Work Skills Lab (1 credits)

Complete Social Work Skills Lab after you have completed SOCW 3004 and SOCW 4003. SOCW 4004 is recommended **before** Skills Lab; however, it can be taken concurrently with Skills Lab. This lab includes online course content integrated with

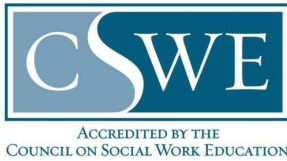
a 3-day, face-to-face or virtual synchronous requirement: 3 weeks online; 3 days face-to-face or virtual synchronous sessions; 2 weeks online.

Master of Social Work (MSW)

The Master of Social Work (MSW) degree program is designed to prepare students to provide services to individuals, families, groups, organizations, and communities. By selecting one of four concentrations focused on specific populations, students learn to draw from social work theory and methods to engage, evaluate, and intervene in the problems experienced by individuals, families, and groups. Skills gained through this program can be applied in schools, hospitals, private practice, social service agencies, and mental health clinics. Students have an additional opportunity to increase their knowledge by choosing an optional focus area in one of five key areas, and customized case studies throughout the program add perspective to the curriculum. In-person residencies and field experience also help prepare graduates to provide culturally and contextually relevant social work services in their practice, using mentoring, supervision, advocacy, and collaboration activities with their varied client populations.

Accreditation Statement

Walden University's Master of Social Work (MSW) program is accredited by the Council on Social Work Education's (CSWE) Accreditation. Accreditation of a baccalaureate or master's social work program by the Council on Social Work Education indicates that it meets or exceeds criteria for the assessment and is approved through a peer review process. An accredited program has sufficient resources to meet its mission and goals and the Commission on Accreditation has verified that it demonstrates compliance with all sections of the Educational Policy and Accreditation Standards.



Note on Licensure

The Walden University Master of Social Work (MSW) program is designed to prepare graduates to practice as licensed social workers in many states. However, the requirements for licensure as a social worker vary greatly from state to state. Each state board that is responsible for regulating the practice of social work has its own academic requirements and issues its own license to practice as a social worker in that state. Additionally, students should be advised that the Walden MSW program is not designed or intended to prepare graduates for licensure as a school social worker; however, graduates might be eligible for licensure as a school social worker in their particular state of residence.

While Walden enrollment specialists can provide general information relating to the state-by-state educational requirements for social work licensure or certification, it remains the student's responsibility to understand, evaluate, and comply with all requirements relating to field education experiences, licensing or certification, authorization, or endorsement for the state in which she or he resides. Walden makes no representations or guarantee that completion of its coursework or programs will permit an individual to obtain state licensure, certification, authorization, endorsement, or other state credential. Licensure eligibility determinations are ultimately determined by the appropriate state board that issues the credential to practice.

Prospective students enrolling in licensure-leading programs are advised that relocation to another state may impact the student's ability to complete field experiences and/or to obtain professional licensure, certification, or other credential in another state. Prospective students are advised to carefully review, evaluate, and understand the requirements of the applicable licensure board in the state in which they intend to relocate.

Learning Outcomes

Graduates of Walden's Master of Social Work (MSW) program will be prepared to:

1. Demonstrate the development of a professional orientation and identity as a social worker.
2. Apply legal and ethical standards in clinical social work practice.
3. Apply principles of advocacy that promote cultural understanding and positive social change.
4. Utilize evidence-based research and critical- thinking skills to inform clinical social work practice in meeting the needs of diverse clientele.
5. Synthesize and apply theories of human growth and development to develop culturally responsive social work practices.
6. Demonstrate knowledge and skills in the areas of engagement, assessment, intervention, and evaluation with individuals, families, groups.

Program Goals

Program Goals	CSWE Competencies
Demonstrate the development of a professional orientation and identity as a social worker. (PG 1)	Competency 1: Demonstrate Ethical and Professional Behavior
Apply legal and ethical standards in clinical social work practice. (PG 2)	Competency 1: Demonstrate Ethical and Professional Behavior

Program Goals	CSWE Competencies
Apply principles of advocacy that promote cultural understanding and positive social change. (PG 3)	Competency 3: Advance Human Rights and Social, Economic, and Environmental Justice
	Competency 5: Engage in Policy Practice
Utilize evidence-based research and critical-thinking skills to inform practice clinical social work practice in meeting the needs of diverse clientele. (PG 4)	Competency 2: Engage Diversity and Difference in Practice
	Competency 4: Engage In Practice-informed Research and Research-informed Practice
Synthesize and apply theories of human growth and development to develop culturally responsive social work practices. (PG 5)	Competency 2: Engage Diversity and Difference in Practice
	Competency 6: Engage with Individuals, Families, Groups, Organizations, and Communities
	Competency 7: Assess Individuals, Families, Groups, Organizations, and Communities
	Competency 8: Intervene with Individuals, Families, Groups, Organizations, and Communities
	Competency 9: Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities
Demonstrate knowledge and skills in the areas of engagement, assessment, intervention, and evaluation with individuals, families, and groups. (PG 6)	Competency 6: Engage with Individuals, Families, Groups, Organizations, and Communities
	Competency 7: Assess Individuals, Families, Groups, Organizations, and Communities
	Competency 8: Intervene with Individuals, Families, Groups, Organizations, and Communities
	Competency 9: Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities

Minimum Degree Requirements

- 92-97 total quarter credits (depending upon Focus Area)
- Foundation course (3 credits)
- Core courses (65 credits)
- Electives (10 credits required; 15 credits for Focus Area and optional certificate)
- Field Experience (12 credits)

- Two Social Work Skills Labs (1 credits each). These labs include online course content integrated with a 3-day, face-to-face or virtual synchronous requirement.
- a 3 weeks online
- a 3 days face-to-face or virtual synchronous sessions
- a 2 weeks online

Note: The following (tracks) are available for the MSW program:

- Traditional option (up to two courses/term)-This track is similar to most traditional master's- level programs in which students either complete one or two courses per quarter.
- Traditional Fast Track option (Intensive course load)-This track requires students to complete three courses in the first quarter, while completing two courses in the remaining quarters.
- Advanced Standing (requires BSW)-This track is for students who enter the program with a Bachelor of Social Work (BSW) degree that is accredited by the Council on Social Work Education (CSWE).

Advanced Standing Minimum Degree Requirements

- 52-57 total quarter credits
- Core courses (35 credits)
- Electives (10-15 credits)
- Field Experience (6 credits)
- One Social Work Skills Lab (1 credits)

Curriculum

Foundation Course (3 credits)

SOCW 6002 - Changing Lives, Changing Society: Introduction to Social Work (3 credits)

Core Courses (65 credits)

SOCW 6101 - Essential Skills for Social Work Practice (5 credits) SOCW 6301 - Social Work Practice Research I (5

credits)

SOCW 6200 - Human Behavior and the Social Environment I (5 credits)

SOCW 6051 - Diversity, Human Rights, and Social Justice (5 credits) SOCW 6210 - Human Behavior and the Social

Environment II (5 credits) SOCW 6500 - Social Work Field Education I (3 credits)

SOCW 6351 - Social Policy, Welfare, and Change (5 credits)

SOCW 6510 - Social Work Field Education II (3 credits)

SOCW 6060 - Social Work Theory and Clinical Practice (5 credits) SOCW 6111 -Advanced Clinical Social Work Practice

I (5 credits) SOCW 6361 - Social Policy: Analysis and Advocacy (5 credits) SOCW 6121 -Advanced Clinical Social Work

Practice II (5 credits) SOCW 6311 - Social Work Practice Research II (5 credits)

SOCW 6090 - Psychopathology and Diagnosis for Social Work Practice (5 credits)

SOCW 6070 - Supervision, Leadership, and Administration in Social Work Organizations (5 credits) SOCW 6520 -

Social Work Field Education III (3 credits)

SOCW 6530 - Social Work Field Education IV (3 credits)

Elective/Focus Area Courses (10-15 credits)

Students are required to select two electives from the Focus Areas and may select an optional third elective for an embedded certificate from the same Focus Area. Please see the course list on each Focus Area page.

+ Focus in Addictions

Clients experiencing addiction have specific needs when it comes to accessing and receiving services.

Focus Area Courses (15 credits)

SOCW 6103 - Introduction to Addictions (5 credits) SOCW 6202 - Treatment of Addictions (5 credits)

SOCW 6443 - Psychopharmacology and Biopsychosocial Considerations for Social Workers (5 credits)

+ Focus in Child and Family

The Child and Family focus area may be a good fit for those who want to work in community social welfare agencies, child welfare agencies, or the juvenile justice system.

Focus Area Courses (**15** credits)

Choose three courses.

SOCW 6215 -Advanced Social Work Practice With Children and Family Services (5 credits) SOCW 6446 - Social Work Practice With Children and Adolescents (5 credits)

SOCW 6456 - Social Work Practice With Couples and Family Systems (5 credits) SOCW 6362 - Human Sexuality (5 credits)

+ Focus in Healthcare

Certain patient populations and their families face a unique array of challenges in accessing and receiving medical services.

Focus Area Courses (**15** credits)

SOCW 6204 - Medical Social Work I (5 credits) SOCW 6205 - Medical Social Work II (5 credits)

SOCW 6206 - Interdisciplinary Healthcare Practice (5 credits)

+ Focus in Military

The Military focus area prepares students to address the specific needs of active military personnel, veterans, and their families.

Focus Area Courses (**15** credits)

SOCW 6212 - Social Work Practice With Military Populations (5 credits) SOCW 6410 - Military Culture for Social Workers (5 credits)

SOCW 6411 - Social Work in Trauma, Crisis, and Stress With Military Personnel (5 credits)

+ Focus in Trauma

Working with individuals who have faced trauma can be challenging for even the most experienced social worker.

Focus Area Courses (**15** credits)

SOCW 6333 - Vicarious Trauma and Compassion Fatigue (5 credits) SOCW 6336 - Crisis, Trauma, and Disaster Response (5 credits)

SOCW 6337 - Trauma-Informed Practice: Neurobiology of Trauma (5 credits)

Field Experience Courses (12 credits)

SOCW 6500 - Social Work Field Education I (3 credits) SOCW 6510 - Social Work Field Education II (3 credits)
SOCW 6520 - Social Work Field Education III (3 credits) SOCW 6530 - Social Work Field Education IV (3 credits)

Skills Lab Requirements (2 credits)

SWLB 0651 - Skills Lab I (1 credits)

Complete after completing SOCW 6002; required before entering SOCW 6500 - Social Work Field Education I. (Exception: Advanced Standing students can skip Social Work Skills Lab I.)

SWLB 0652 - Skills Lab II (1 credits)

Complete after SOCW 6510 and prior to enrolling in SOCW 6520 - Social Work Field Education III. (Exception: Advanced Standing students must complete Social Work Skills Lab II after SOCW 6111.)

Course Sequences

Course Sequence: Traditional

Students must complete Social Work Skills Lab I prior to taking SOCW 6500 (field education course). Students must complete Social Work Skills Lab II prior to taking SOCW 6520 (field education course). The recommended course sequence is as follows:

Quarter	Course	Credits
Quarter 1	SOCW 6002 - Changing Lives, Changing Society: Introduction to Social Work	3 credits
	SOCW 6101 - Essential Skills for Social Work Practice	5 credits
Quarter 2	SOCW 6301 - Social Work Practice Research I	5 credits
	SOCW 6200 - Human Behavior and the Social Environment I	5 credits
	SWLB 0651 - Skills Lab I	1 credits
Quarter 3	SOCW 6051 - Diversity, Human Rights, and Social Justice	5 credits
	SOCW 6210 - Human Behavior and the Social Environment II	5 credits
Quarter 4	SOCW 6500 - Social Work Field Education I	3 credits
	SOCW 6351 - Social Policy, Welfare, and Change	5 credits
Quarter 5	SOCW 6510 - Social Work Field Education II	3 credits
	SOCW 6060 - Social Work Theory and Clinical Practice	5 credits
Quarter 6	SOCW 6111 - Advanced Clinical Social Work Practice I	5 credits
	SOCW 6361 - Social Policy: Analysis and Advocacy	5 credits

Quarter	Course	Credits
Quarter 7	SOCW 6121 - Advanced Clinical Social Work Practice II	5 credits
	SOCW 6311 - Social Work Practice Research II	5 credits
	SWLB 0652 - Skills Lab II	1 credits
Quarter 8	SOCW 6090 - Psychopathology and Diagnosis for Social Work Practice	5 credits
	Elective Course 1	5 credits
Quarter 9	SOCW 6070 - Supervision, Leadership, and Administration in Social Work Organizations	5 credits
	SOCW 6520 - Social Work Field Education III	3 credits
	Elective Course 2	5 credits
Quarter 10	SOCW 6530 - Social Work Field Education IV	3 credits
	Elective Course 3 (optional)	5 credits

Traditional Fast Track

Students must complete Social Work Skills Lab I prior to taking SOCW 6500 (field education course). Students must complete Social Work Skills Lab II prior to taking SOCW 6520 (field education course). More than two courses may be taken in a term as long as the prerequisites are met.

Course Sequence: Advanced Standing

The recommended course sequence is as follows:

Quarter	Course	Credits
Quarter 1	SOCW 6002 - Changing Lives, Changing Society: Introduction to Social Work	3 credits
Quarter 1	SOCW 6361 - Social Policy: Analysis and Advocacy	5 credits
	SOCW 6060 - Social Work Theory and Clinical Practice	5 credits
Quarter 2	SOCW 6111 - Advanced Clinical Social Work Practice I	5 credits
	SOCW 6311 - Social Work Practice Research II	5 credits
	SOCW 6101 - Essential Skills for Social Work Practice	5 credits
Quarter 3	SOCW 6121 - Advanced Clinical Social Work Practice II	5 credits
	SOCW 6200 - Human Behavior and Diagnosis for Social Work Practice	5 credits
Quarter 2	SWLB 0652 - Skills Lab II	1 credits
Quarter 4	SOCW 6301 - Social Work Practice Research I	5 credits
Quarter 4	SOCW 6070 - Supervision, Leadership, and Administration in Social Work Organizations	5 credits
	SOCW 6051 - Diversity, Human Rights, and Social Justice	5 credits
	Elective Course 1	5 credits
Quarter 5	SOCW 6520 - Social Work Field Education III	3 credits
	SWLB 0651 - Skills Lab I	1 credits
	Elective Course 2	5 credits
Quarter 36	SOCW 655030 - Social Work Field Education IIV	3 credits
	Elective Course 3 (optional) SOCW 6351 - Social Policy, Welfare, and Change	5 credits 5 credits
Quarter 1	SOCW 6510 - Social Work Field Education I	3 credits

Graduate Certificate in Social Work (Optional Embedded Certificate)

Students can choose to focus their studies by selecting two elective courses from the same focus area. An optional certificate, along with the MSW, can be added to the MSW program if students select three courses from a specific focus area.

(Note: Optional certificates add 5 credits to the program.)

The five optional certificates align with the focus areas:

- Graduate Certificate in Social Work: Addictions
- Graduate Certificate in Social Work: Child and Family
- Graduate Certificate in Social Work: Healthcare
- Graduate Certificate in Social Work: Military
- Graduate Certificate in Social Work: Trauma

Concentrations (not currently accepting new students)

These previous MSW concentrations are no longer accepting new students. Current students in these concentrations must complete their programs of study in accordance with Walden's Time-to-Degree Completion policies.

+ Concentration in Advanced Clinical Practice (not currently accepting new students)

This program is not currently accepting new students. Current students must complete their programs of study in accordance with Walden's Time-to-Degree Completion policies.

Course Sequence (Standard)

Students undertake courses in the following sequence.

Quarter	Course	Credits
Quarter 1	SOCW 6002 - Changing Lives, Changing Society: Introduction to Social Work	3 credits
	SOCW 6101 - Essential Skills for Social Work Practice	5 credits
	SOCW 6200 - Human Behavior and the Social Environment I	5 credits
Quarter 2	SOCW 6051 - Diversity, Human Rights, and Social Justice	5 credits
	SOCW 6351 - Social Policy, Welfare, and Change	5 credits
Quarter 3	SOCW 6500 - Social Work Field Education I: (Exception: Advanced Standing students can skip Social Work Skills Lab I.)	3 credits
	SOCW 6210 - Human Behavior and the Social Environment II	5 credits
	SOCW 6301 - Social Work Practice Research I	5 credits
Quarter 4	SOCW 6510 - Social Work Field Education II	3 credits
	SOCW 6060 - Social Work Theory and Clinical Practice	5 credits

Quarter 6	SOCW 6111 - Advanced Clinical Social Work Practice I	5 credits
	SOCW 6xxx (Optional 1st cluster)	5 credits
Quarter 7	SOCW 6090 - Psychopathology and Diagnosis for Social Work Practice	5 credits
	SOCW 6361 - Social Policy: Analysis and Advocacy	5 credits
	Complete Social Work Skills Lab II after SOCW 6510 and prior to enrolling in SOCW 6520 - Social Work Field Education III. (Exception: Advanced Standing students must complete Social Work Skills Lab II after SOCW 6002.)	1 credits
Quarter 8	SOCW 6121 -Advanced Clinical Social Work Practice II	5 credits
	SOCW 6xxx (Optional 2nd cluster)	5 credits
Quarter 9	SOCW 6070 - Supervision, Leadership, and Administration in Social Work Organizations	5 credits
	SOCW 6520 - Social Work Field Education III	3 credits
Quarter 10	SOCW 6311 - Social Work Practice Research II	5 credits
	SOCW 6530 - Social Work Field Education IV	3 credits
Quarter 11	SOCW 6xxx (Optional 3rd cluster)	5 credits

Course Sequence (Advanced Standing)

Students undertake courses in the following sequence.

Quarter	Course	Credits
Quarter 1	SOCW 6002 - Changing Lives, Changing Society: Introduction to Social Work	3 credits
	SOCW 6060 - Social Work Theory and Clinical Practice	5 credits
	<i>(note: Advanced-standing students are not required to complete the prerequisite SOCW 6500.)</i>	
Quarter 2	SOCW 6111 - Advanced Clinical Social Work Practice I	5 credits
	SOCW 6xxx (Optional 1st cluster)	5 credits
Quarter 3	SOCW 6090 - Psychopathology and Diagnosis for Social Work Practice	5 credits
	SOCW 6361 - Social Policy: Analysis and Advocacy	5 credits
Quarter 4	SOCW 6121 - Advanced Clinical Social Work Practice II	5 credits
Complete Social Work Skills Lab II after SOCW 6510 and prior to enrolling 1 credits in SOCW 6520 - Social Work Field Education III.		
Quarter 5	SOCW 6xxx (Optional 2nd cluster)	5 credits
	SOCW 6070 - Supervision, Leadership, and Administration in Social Work Organizations	5 credits
Quarter 6	SOCW 6520 - Social Work Field Education III	3 credits
	SOCW 6311 - Social Work Practice Research II	5 credits
Quarter 7	SOCW 6530 - Social Work Field Education IV	3 credits
	SOCW 6xxx (Optional 3rd cluster)	5 credits

Elective Clusters

Students in the Advanced Clinical Practice Concentration select two electives and an optional third course from the following clusters:

Addictions

SOCW 6103 - Introduction to Addictions (5 credits) SOCW 6202 - Treatment of Addictions (5 credits)

SOCW 6443 - Psychopharmacology and Biopsychosocial Considerations for Social Workers (5 credits)

Children, Families, and Couples

SOCW 6446 - Social Work Practice With Children and Adolescents (5 credits) SOCW 6456 - Social Work Practice With Couples and Family Systems (5 credits) SOCW 6362 - Human Sexuality (5 credits)

Crisis and Trauma

SOCW 6145 - Crisis Management (5 credits)

SOCW 6333 - Vicarious Trauma and Compassion Fatigue (5 credits)

SOCW 6336 - Crisis, Trauma, and Disaster Response (5 credits)

Forensic Populations and Couples

SOCW 6350 - Forensic Applications in Community Settings (5 credits) SOCW 6511 - Treatment of Forensic Populations (5 credits)

SOCW 6135- Criminal Behavior (5 credits)

Medical Social Work

SOCW 6204 - Medical Social Work I (5 credits) SOCW 6205 - Medical Social Work II (5 credits)

SOCW 6443 - Psychopharmacology and Biopsychosocial Considerations for Social Workers (5 credits)

Military Social Work

SOCW 6410 - Military Culture for Social Workers (5 credits)

SOCW 6411 - Social Work in Trauma, Crisis, and Stress With Military Personnel (5 credits) SOCW 6412 - Working With Military Spouses, Families, and Children (5 credits)

+

Concentration in Military Social Work (not

currently accepting new students)

This program is not currently accepting new students. Current students must complete their programs of study in accordance with Walden's Time-to-Degree Completion policies.

Course Sequence (Standard)

Quarter	Course	Credits
Quarter 1	SOCW 6002 - Changing Lives, Changing Society: Introduction to Social Work	3 credits
Quarter 2	SOCW 6101 - Essential Skills for Social Work Practice	5 credits
	SOCW 6200 - Human Behavior and the Social Environment I	5 credits
Quarter 3	SOCW 6051 - Diversity, Human Rights, and Social Justice	5 credits
	SOCW 6351 - Social Policy, Welfare, and Change	5 credits
	Complete Social Work Skills Lab I; required before entering SOCW 6500 - Social Work Field Education I. (Exception: Advanced Standing students can skip Social Work Skills Lab 1.)	1 credits
Quarter 4	SOCW 6210 - Human Behavior and the Social Environment II	5 credits
	SOCW 6500 - Social Work Field Education I	3 credits
Quarter 5	SOCW 6301 - Social Work Practice Research I	5 credits
	SOCW 6510 - Social Work Field Education II	3 credits

Quarter	Course	Credits
Quarter 6	SOCW 6060 - Social Work Theory and Clinical Practice	5 credits
	SOCW 6111 - Advanced Clinical Social Work Practice I	5 credits
Quarter 7	SOCW 6410 - Military Culture for Social Workers	5 credits
	SOCW 6090 - Psychopathology and Diagnosis for Social Work Practice	5 credits
Quarter 8	SOCW 6361 - Social Policy: Analysis and Advocacy	5 credits
	SOCW 6212 - Social Work Practice With Military Populations	5 credits
	Complete Social Work Skills Lab II after SOCW 6510 and prior to enrolling in SOCW 6520 - Social Work Field Education III. (Exception: Advanced Standing students must complete Social Work Skills Lab 2 after SOCW 6002.)	1 credits
Quarter 9	SOCW 6411 - Social Work in Trauma, Crisis, and Stress With Military Personnel	5 credits
Quarter 10	SOCW 6070 - Supervision, Leadership, and Administration in Social Work Organizations	5 credits
	SOCW 6520 - Social Work Field Education III	3 credits
Quarter 11	SOCW 6311 - Social Work Practice Research II	5 credits
	SOCW 6530 - Social Work Field Education IV	3 credits

Course Sequence (Advanced Standing)

Quarter	Course	Credits
Quarter 1	SOCW 6002 - Changing Lives, Changing Society: Introduction to Social Work	3 credits
	SOCW 6060 - Social Work Theory and Clinical Practice (Note: Advanced-standing students are not required to complete the prerequisite SOCW 6500.)	5 credits
Quarter 2	SOCW 6111 - Advanced Clinical Social Work Practice I	5 credits
	SOCW 6410 - Military Culture for Social Workers	5 credits
Quarter 3	SOCW 6090 - Psychopathology and Diagnosis for Social Work Practice	5 credits
	SOCW 6361 - Social Policy: Analysis and Advocacy	5 credits
Quarter 4	SOCW 6212 - Social Work Practice With Military Populations	5 credits

	Complete Social Work Skills Lab II after SOCW 6510 and prior to enrolling in SOCW 6520 - Social Work Field Education III. (Exception: Advanced Standing students must complete Social Work Skills Lab II after SOCW 6002.)	1 credits
	SOCW 6411 - Social Work in Trauma, Crisis, and Stress With Military Personnel	5 credits
Quarter 5	SOCW 6070 - Supervision, Leadership, and Administration in Social Work Organizations	5 credits
	SOCW 6520 - Social Work Field Education III	3 credits
Quarter 6	SOCW 6311 - Social Work Practice Research II	5 credits
	SOCW 6530 - Social Work Field Education IV	3 credits

+ Concentration in Social Work in Healthcare (not currently accepting new students)

This program is not currently accepting new students. Current students must complete their programs of study in accordance with Walden's Time-to-Degree Completion policies.

Course Sequence (Standard)

Quarter	Course	Credits
Quarter 1	SOCW 6002 - Changing Lives, Changing Society: Introduction to Social Work	3 credits
Quarter 2	SOCW 6101 - Essential Skills for Social Work Practice	5 credits
	SOCW 6200 - Human Behavior and the Social Environment I	5 credits
Quarter 3	SOCW 6051 - Diversity, Human Rights, and Social Justice	5 credits
	SOCW 6351 - Social Policy, Welfare, and Change	5 credits
	Complete Social Work Skills Lab I; required before entering SOCW 6500 - Social Work Field Education I. (Exception: Advanced Standing students can skip Social Work Skills Lab I.)	1 credits
Quarter 4	SOCW 6210 - Human Behavior and the Social Environment II	5 credits
	SOCW 6500 - Social Work Field Education I	3 credits
Quarter 5	SOCW 6301 - Social Work Practice Research I	5 credits
	SOCW 6510 - Social Work Field Education II	3 credits
Quarter 6	SOCW 6060 - Social Work Theory and Clinical Practice	5 credits
	SOCW 6111 - Advanced Clinical Social Work Practice I	5 credits

Quarter 7	SOCW 6204 - Medical Social Work I	5 credits
	SOCW 6090 - Psychopathology and Diagnosis for Social Work Practice	5 credits
Quarter 8	SOCW 6361 - Social Policy: Analysis and Advocacy	5 credits
	SOCW 6205 - Medical Social Work II	5 credits
	Complete Social Work Skills Lab II after SOCW 6510 and prior to enrolling in SOCW 6520 - Social Work Field Education III. (Exception: Advanced Standing students must complete Social Work Skills Lab II - after SOCW 6002.)	1 credits
Quarter 9	SOCW 6443 - Psychopharmacology and Biopsychosocial Considerations for Social Workers	5 credits
Quarter 10	SOCW 6070 - Supervision, Leadership, and Administration in Social Work Organizations	5 credits
	SOCW 6520 - Social Work Field Education III	3 credits
Quarter 11	SOCW 6311 - Social Work Practice Research II	5 credits
	SOCW 6530 - Social Work Field Education IV	3 credits

Course Sequence (Advanced Standing)

Quarter	Course	Credits
Quarter 1	SOCW 6002 - Changing Lives, Changing Society: Introduction to Social Work	3 credits
	SOCW 6060 - Social Work Theory and Clinical Practice Note: Advanced-standing students are not required to complete the prerequisite SOCW 6500.	5 credits
Quarter 2	SOCW 6111 - Advanced Clinical Social Work Practice I	5 credits
	SOCW 6204 - Medical Social Work I	5 credits
Quarter 3	SOCW 6090 - Psychopathology and Diagnosis for Social Work Practice	5 credits
	SOCW 6361 - Social Policy: Analysis and Advocacy	5 credits
Quarter 4	SOCW 6205 - Medical Social Work II	5 credits
	Complete Social Work Skills Lab II after SOCW 6510 and prior to enrolling in SOCW 6520 - Social Work Field Education III. (Exception: Advanced Standing students must complete Social Work Skills Lab II - after SOCW 6002.)	1 credits

Quarter 5	SOCW 6443 - Psychopharmacology and Biopsychosocial Considerations for Social Workers	5 credits
	SOCW 6070 - Supervision, Leadership, and Administration in Social Work Organizations	5 credits
Quarter 6	SOCW 6520 - Social Work Field Education III	3 credits
	SOCW 6311 - Social Work Practice Research II	5 credits
	SOCW 6530 - Social Work Field Education IV	3 credits

+ Concentration in Social Work With Children and Families (not currently accepting new

students)

Course Sequence (Standard)

Quarter	Course	Credits
Quarter 1 Society: Introduction to Social Work	SOCW 6002 - Changing Lives, Changing Society	3 credits
Quarter 2 Work Practice	SOCW 6101 - Essential Skills for Social Work Practice	5 credits
	SOCW 6200 - Human Behavior and the Social Environment	5 credits
Quarter 3 and Social Justice	SOCW 6051 - Diversity, Human Rights, and Social Justice	5 credits
	SOCW 6351 - Social Policy, Welfare, and Change	5 credits
	Complete Social Work Skills Lab I; required before entering SOCW 6500 - Social Work Field Education I. (Exception: Advanced Standing students can skip Social Work Skills Lab I.)	1 credits
Quarter 4 Social Environment II	SOCW 6210 - Human Behavior and the Social Environment II	5 credits
	SOCW 6500 - Social Work Field Education I	3 credits
Quarter 5 Research I	SOCW 6301 - Social Work Practice Research I	5 credits
	SOCW 6510 - Social Work Field Education II	3 credits

Quarter 6	SOCW 6060 - Social Work Theory and
Clinical Practice	5 credits
<hr/>	
SOCW 6111 - Advanced Clinical Social Work Practice I	5 credits

Quarter	Course	Credits
Quarter	SOCW 6446 - Social Work Practice With Children and Adolescents	5 credits
	SOCW 6090 - Psychopathology and Diagnosis for Social Work Practice	5 credits
Quarter	SOCW 6361 - Social Policy: Analysis and Advocacy	5 credits
	SOCW 6215 - Advanced Social Work Practice With Children and Family Services	5 credits
Quarter	Complete Social Work Skills Lab II after SOCW 6215 and prior to enrolling 1 credits in SOCW 6456.	
	SOCW 6456 - Social Work Practice With Couples and Family Systems	5 credits
10	SOCW 6070 - Supervision, Leadership, and Administration in Social Work Organizations	5 credits
	SOCW 6520 - Social Work Field Education III	3 credits
11	SOCW 6311 - Social Work Practice Research II	5 credits
	SOCW 6530 - Social Work Field Education IV	3 credits

Course Sequence (Advanced Standing)

Quarter	Course	Credits
Quarter 1	SOCW 6002 - Changing Lives, Changing Society: Introduction to Social Work	3 credits
	SOCW 6060 - Social Work Theory and Clinical Practice Note: Advanced-standing students are not required to complete the prerequisite SOCW 6500.	5 credits
Complete Social Work Skills Lab II after completing SOCW 6060.		
Quarter 2	SOCW 6111 - Advanced Clinical Social Work Practice I	5 credits
	SOCW 6446 - Social Work Practice With Children and Adolescents	5 credits
Quarter 3	SOCW 6090 - Psychopathology and Diagnosis for Social Work Practice	5 credits
	SOCW 6361 - Social Policy: Analysis and Advocacy	5 credits

Quarter 4	SOCW 6215 - Advanced Social Work
Practice With Children and Family	5 credits Services
SOCW 6456 - Social Work Practice With Couples and Family Systems 5 credits	
Quarter 5	SOCW 6070 - Supervision, Leadership,
and Administration in Social Work 5 credits	Organizations
SOCW 6520 - Social Work Field Education III	
	3 credits
Quarter 6	SOCW 6311 - Social Work Practice
Research II	5 credits
SOCW 6530 - Social Work Field Education IV	
	3 credits

Doctor of Social Work (DSW)

The Doctor of Social Work (DSW) is a postgraduate program designed to prepare students as advanced practitioners who employ action research to design, implement, and assess social work and social welfare programs and policies for suitability for the diverse needs of families, communities, and society. This program may prepare students to design culturally and contextually relevant social services; mentor others in their efforts to provide social services to individuals, communities, and society; and provide leadership and advocacy in the social work profession regarding needs of individuals and communities with schools, governments, health services, criminal justice systems, and mental health organizations.

The DSW program specifically differs from the PhD in Social Work because the development and training in the DSW is focused on providing advanced development for the practitioner-scholar. The PhD program is focused on developing scholar-practitioners for service as researchers, agency leaders, policy analysts, and educators.

Learning Outcomes

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

1. Identify social work practice gaps through the use of theory, current research, and best practices.
2. Demonstrate the ability to employ a variety of research approaches to understand or address social work practice problems.
3. Synthesize research related to social work interventions, social programs, and the social work practice knowledge base.
4. Critically evaluate social problems and social work practice gaps from a culturally aware, ethical, and empirically driven perspective.
5. Demonstrate the ability to collaborate with a variety of stakeholders to advocate for social change.
6. Demonstrate the ability to collaborate with a variety of stakeholders to advocate for policies and practices that advance the economic and social well-being of culturally diverse clientele.
7. Demonstrate advanced knowledge and skill in a specialized area of social work practice.

Minimum Degree Requirements

- Doctoral Writing Assessment
 - Professional Development Plan
 - Foundation course (3 credits)
 - Core courses (25 credits)
 - Research courses (15 credits)
 - Specialization courses (15 credits)
 - Completion of Doctoral Study
- a Building Doctoral Socialization and Competency (1 credits per term for five terms)
- a Doctoral Study Action Research Project (5 credits per term; taken continuously until completion)
- a Quarter Plans
- One residency

Curriculum

Foundation Course (3 credits)

SOCW 8002 - Foundations of Graduate Study (3 credits)

Core Courses (25 credits)

SOCW 8110 -Advanced Social Work Theory and Practice (5 credits) SOCW 8117 - Diversity and Multiculturalism (5 credits)

SOCW 8137 - Contemporary Issues, Social Change, and Social Policy (5 credits)

SOCW 8138 - Program and Practice Evaluation (5 credits) SOCW 8112 - Social Work Scholarship (5 credits)

Research Courses (10 credits)

RSCH 8110 - Research Theory, Design, and Methods* (5 credits)

- Students may take this as a non-degree course.

And choose one course from the following:

RSCH 8210 - Quantitative Reasoning and Analysis* (5 credits)

- Students may take this as a non-degree course.

RSCH 8310 - Qualitative Reasoning and Analysis* (5 credits)

- Students may take this as a non-degree course.

Advanced Research Course (5 credits)

RSCH 8260 -Advanced Quantitative Reasoning and Analysis (5 credits)

OR

RSCH 8360 -Advanced Qualitative Reasoning and Analysis (5 credits)

Specialization Courses (15 credits)

These courses are dependent upon the particular specialization. Please see the course list on each specialization page.

Changing specializations may increase a student's expected time-to-degree completion and cost.

+ Specialization in Advanced Clinical Practice and Supervision

Do you want to serve as an expert in clinical social work practice? The Doctor of Social Work Advanced Clinical Practice and Supervision specialization focuses on developing social work professionals' leadership skills while building their confidence in advanced clinical supervision, clinical instruction, and practice management. Social work professionals can prepare to further their own clinical practice or oversee clinical teams.

A DSW degree specialization in Advanced Clinical Practice and Supervision academically prepares experienced social work clinicians for high-level supervisory roles.

Specialization Courses (15 credits)

SOCW 8570 - Social Work Supervision (5 credits)

SOCW 8574 -Advanced Clinical Instruction and Supervision (5 credits) SOCW 8114-Advanced Social Work Scholarship Community (5 credits)

+ Specialization in Impact Leadership in Social Work Administration

Become a high-impact change agent with the Doctor of Social Work Impact Leadership in Social Work Administration specialization. In this specialization social work professionals can prepare to help social agencies address complex problems through innovation and problem-solving. They also explore strategic program development and implementation, collaborative practices, finance and budgeting, and other aspects of leadership and administration within the context of driving positive social change.

A DSW degree specialization in Impact Leadership in Social Work Administration academically prepares social work professionals to lead practical solutions to pressing social challenges.

Specialization Courses (15 credits)

SOCW 8750 - Leadership Development (5 credits)

SOCW 8752 - Executive Leadership With Impact (5 credits)

SOCW 8114-Advanced Social Work Scholarship Community (5 credits)

+ Specialization in Social Work Education

Are you passionate about influencing the next generation of social work practitioners? The Doctor of Social Work (DSW) program with a Social Work Education specialization equips social work professionals to deliver effective, contemporary instruction to students who are preparing to work in the field.

In this specialization, social work professionals learn how to integrate Council on Social Work Education (CSWE) competencies in the development of student assessment, instruction, and evaluation. Social work professionals build advanced clinical instruction and supervision skills in a hands-on teaching practicum and explore different learning styles, sociocultural dynamics, and other factors that contribute to diversity in teaching and learning.

A DSW with a Social Work Education specialization prepares social work professionals to effect positive change in the profession as a social work professor or instructor.

Specialization Courses (15 credits)

SOCW 8572 -Adult Learning and Instructional Design (5 credits) SOCW 8574 -Advanced Clinical Instruction and Supervision (5 credits) SOCW 8114-Advanced Social Work Scholarship Community (5 credits)

Specializations Not Currently Accepting New Students

+ Specialization in Addictions and Social Work (not currently accepting new students)

This program is not currently accepting new students. Current students must complete their programs of study in accordance with Walden's Time-to-Degree Completion policies.

The Addictions and Social Work specialization prepares students to expand their professional service to support families, individuals, and communities around addictions treatment and case management and the development of prevention, intervention, and consultation around addiction.

Minimum Degree Requirements

- Doctoral Writing Assessment
- Professional Development Plan
- Foundation course (3 credits)
- Core courses (25 credits)
- Research courses (15 credits)
- Specialization courses (15 credits)
- Elective course (5 credits)
- Completion of Doctoral Study
 - Doctoral Study Action Research Project (5 credits per term; taken continuously until completion)
 - Quarter Plans
- One residency

Specialization Courses (15 credits)

SOCW 8103 - Introduction to Addiction (5 credits) SOCW 8203 - Treatment of Addictions (5 credits)

SOCW 8785 - Social Change in Action: Prevention, Consultation, and Advocacy (5 credits)

Course Sequence

Students undertake courses in the following sequence.

Quarter	Course	Credits
Quarter 1	SOCW 8002 - Foundations of Graduate Study	3 credits
	SOCW 8110 - Advanced Social Work Theory and Practice	5 credits
Complete the residency as soon as you begin your program; required before you begin your 2nd research course (RSCH 8210 OR RSCH 8310).		
Quarter 2	SOCW 8802 - Clinical Seminar I [Removed 12.12.2022]	5 credits
	SOCW 8117 - Diversity and Multiculturalism	5 credits
Quarter 3	RSCH 8110 - Research Theory, Design, and Methods	5 credits
	SOCW 8103 - Introduction to Addiction	5 credits
Quarter 4	SOCW 8137 - Contemporary Issues, Social Change, and Social	5 credits

	Policy	5 credits
	SOCW 8138 - Program and Practice Evaluation	
Quarter 5	SOCW 8203 - Treatment of Addictions	5 credits
	RSCH 8210 - Quantitative Reasoning and Analysis	5 credits
	OR	
	RSCH 8310 - Qualitative Reasoning and Analysis	
Quarter 6	SOCW 8785 - Social Change in Action: Prevention, Consultation, and Advocacy	5 credits
	Elective course chosen to support Capstone research project	5 credits
Quarter	Course	Credits
Quarter 7+	SOCW 8610 - Capstone Research Project*	Continuous enrollment in 5 credits per term for a minimum of 4 terms until completion

* Students take this course for a minimum of four terms and are continuously enrolled until completion of their doctoral study with final chief academic officer (CAO) approval. In general students are continuously registered in the dissertation/doctoral study course until they complete their capstone project and it is approved. This usually takes longer than the minimum required terms in the dissertation/doctoral study course shell.

To complete a doctoral study, students must obtain the academic approval of several independent evaluators including their committee, the University Research Reviewer, and the Institutional Review Board; pass the Form and Style Review; gain approval at the oral defense stage; and gain final approval by the chief academic officer. Students must also publish their dissertation on ProQuest before their degree is conferred. Learn more about the dissertation process in the Doctor of Social Work Guidebook.

✦ Specialization in Clinical Expertise (not currently accepting new students)

This program is not currently accepting new students. Current students must complete their programs of study in accordance with Walden's Time-to-Degree Completion policies.

An advanced social work practitioner can make a positive impact in the community on various levels. This specialization can help prepare students for a career as an expert in clinical social work practice. Students will have the opportunity to focus their studies in supervision, treatment of forensic populations, and addiction case management. Students can gain the knowledge to become a supervisor of Master of Social Work students or advance their current clinical practice.

Minimum Degree Requirements

- Doctoral Writing Assessment

- Professional Development Plan
- Foundation course (3 credits)
- Core courses (25 credits)
- Research courses (15 credits)
- Specialization courses (15 credits)
- Elective course (5 credits)
- Completion of Doctoral Study
 - Doctoral Study Action Research Project (5 credits per term; taken continuously until completion)
 - Quarter Plans
- One residency

Specialization Courses (15 credits)

SOCW 8203 - Treatment of Addictions (5 credits) SOCW 8570 - Social Work Supervision (5 credits) SOCW 8570 -

Social Work Supervision (5 credits)

SOCW 8571 - Treatment of Forensic Populations (5 credits)

Course Sequence

Students should take courses in the following sequence.		Credits
Quarter 1	SOCW 8002 - Foundations of Graduate Study	3 credits
	SOCW 8110 - Advanced Social Work Theory and Practice	5 credits
Complete the residency as soon as you begin your program; required before you begin your 2nd research course (RSCH 8210 OR RSCH 8310).		
Quarter 2	SOCW 8802 - Clinical Seminar I [Removed 12.12.2022]	5 credits
	SOCW 8117 - Diversity and Multiculturalism	5 credits
Quarter 3	RSCH 8110 - Research Theory, Design, and Methods	5 credits
	SOCW 8571 - Treatment of Forensic Populations Elective course chosen to support Capstone research project	5 credits

5 credits

5 credits

Quarter	Course	Credits
Quarter 7	SOCW 8610 - Capstone Research Project*	Continuous enrollment in 5 credits per term for a minimum of 4 terms until completion

* Students take this course for a minimum of four terms and are continuously enrolled until completion of their doctoral study with final chief academic officer (CAO) approval. In general students are continuously registered in the dissertation/doctoral study course until they complete their capstone project and it is approved. This usually takes longer than the minimum required terms in the dissertation/doctoral study course shell.

To complete a doctoral study, students must obtain the academic approval of several independent evaluators including their committee, the University Research Reviewer, and the Institutional Review Board; pass the Form and Style Review; gain approval at the oral defense stage; and gain final approval by the chief academic officer. Students must also publish their dissertation on ProQuest before their degree is conferred. Learn more about the dissertation process in the in the Doctor of Social Work Guidebook.

✦ Specialization in Criminal Justice (not currently accepting new students)

This program is not currently accepting new students. Current students must complete their programs of study in accordance with Walden's Time-to-Degree Completion policies.

The specialization in Criminal Justice is designed for professionals involved in all aspects of public safety, including law enforcement and rehabilitation. Students will examine the factors that contribute to criminal behavior, such as urban decay, substance abuse, and poverty. They will explore the use of traditional forms of intervention, such as individual and group psychotherapy, as well as recent developments in intervention, including restorative justice as it relates to both criminals and the victims of crimes. And they will gain a greater insight into the problems facing the criminal justice system and how they can begin to address these challenges.

Minimum Degree Requirements

- Doctoral Writing Assessment
- Professional Development Plan
- Foundation course (3 credits)
- Core courses (25 credits)
- Research courses (15 credits)
- Specialization courses (15 credits)
- Elective course (5 credits)
- Completion of Doctoral Study

- o Doctoral Study Action Research Project (5 credits per term; taken continuously until completion)
- o Quarter Plans
- One residency

Specialization Courses (15 credits)

SOCW 8350 - Historical and Contemporary Issues in Criminal Justice (5 credits) SOCW 8351 - Policy Analysis in the Criminal Justice System (5 credits)

SOCW 8785 - Social Change in Action: Prevention, Consultation, and Advocacy (5 credits)

Course Sequence

Students undertake courses in the following sequence.

Quarter	Course	Credits
Quarter 1	SOCW 8002 - Foundations of Graduate Study	3 credits
	SOCW 8110 - Advanced Social Work Theory and Practice	5 credits
Complete the residency as soon as you begin your program; required before you begin your 2nd research course (RSCH 8210 OR RSCH 8310).		
Quarter 2	SOCW 8802 - Clinical Seminar I [Removed 12.12.2022]	5 credits
	SOCW 8117 - Diversity and Multiculturalism	5 credits
Quarter 3	RSCH 8110 - Research Theory, Design, and Methods	5 credits
	SOCW 8350 - Historical and Contemporary Issues in Criminal Justice	5 credits
Quarter 4	SOCW 8137 - Contemporary Issues, Social Change, and Social Policy	5 credits
		5 credits
	SOCW 8138 - Program and Practice Evaluation	
Quarter 5	SOCW 8351 - Policy Analysis in the Criminal Justice System	5 credits
	RSCH 8210 - Quantitative Reasoning and Analysis	5 credits
	OR RSCH 8310 - Qualitative Reasoning and Analysis	
Quarter 6	SOCW 8785 - Social Change in Action: Prevention, Consultation, and Advocacy	5 credits
		5 credits
	Elective course chosen to support Capstone research project	
Quarter	Course	Credits
Quarter 7	SOCW 8610 - Capstone Research Project	Continuous enrollment in 5 credits per term for a minimum o

		4 terms until completion
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* Students take this course for a minimum of four terms and are continuously enrolled until completion of their doctoral study with final chief academic officer (CAO) approval. In general students are continuously registered in the dissertation/doctoral study course until they complete their capstone project and it is approved. This usually takes longer than the minimum required terms in the dissertation/doctoral study course shell.

To complete a doctoral study, students must obtain the academic approval of several independent evaluators including their committee, the University Research Reviewer, and the Institutional Review Board; pass the Form and Style Review; gain approval at the oral defense stage; and gain final approval by the chief academic officer. Students must also publish their dissertation on ProQuest before their degree is conferred. Learn more about the dissertation process in the Doctor of Social Work Guidebook.

+ Specialization in Disaster, Crisis, and Intervention (not currently accepting new students)

This program is not currently accepting new students. Current students must complete their programs of study in accordance with Walden's Time-to-Degree Completion policies.

The Disaster, Crisis, and Intervention specialization examines theories and strategies to respond to the initial basic needs of a community in an emergency situation and how to assist victims and their caregivers after the initial crisis has passed. Students will study skills and practices specific to crisis counseling, including theories of crisis intervention and models for working with different populations. They will examine the actions and behaviors that follow a disaster; learn how to address stress, coping, and adjustment difficulties; and study psychological disorders such as post-traumatic stress disorder. Students will explore a crisis from a community and regional level and gain experience by designing a crisis plan to prepare for future emergencies. In this specialization, students also address the psychological impact of terrorism on communities.

Minimum Degree Requirements

- Doctoral Writing Assessment
- Professional Development Plan
- Foundation course (3 credits)
- Core courses (25 credits)
- Research courses (15 credits)
- Specialization courses (15 credits)
- Elective course (5 credits)
- Completion of Doctoral Study
 - Doctoral Study Action Research Project (5 credits per term; taken continuously until completion)
 - Quarter Plans
- One residency

Specialization Courses (15 credits)

SOCW 8145 - Crisis Management (5 credits)

SOCW 8333 - Vicarious Trauma and Compassion Fatigue (5 credits)

SOCW 8785 - Social Change in Action: Prevention, Consultation, and Advocacy (5 credits)

Course Sequence Quarter	Course	Credits
Students undertake courses in the following sequence.		
Quarter 1	SOCW 8002 - Foundations of Graduate Study	3 credits
	SOCW 8110 - Advanced Social Work Theory and Practice	5 credits
Complete the residency as soon as you begin your program; required before you begin your 2nd research course (RSCH 8210 OR RSCH 8310).		
Quarter 2	SOCW 8802 - Clinical Seminar I [Removed 12.12.2022]	5 credits
	SOCW 8117 - Diversity and Multiculturalism	5 credits
Quarter 3	RSCH 8110 - Research Theory, Design, and Methods	5 credits
Quarter 4	SOCW 8333 - Vicarious Trauma and Compassion Fatigue	5 credits

Elective course chosen to support Capstone research project

5 credits

5 credits

Quarter	Course	Credits
Quarter 7	SOCW 8610 - Capstone Research Project*	Continuous enrollment in 5 credits per term for a minimum of 4 terms until completion

* Students take this course for a minimum of four terms and are continuously enrolled until completion of their doctoral study with final chief academic officer (CAO) approval. In general students are continuously registered in the dissertation/doctoral study course until they complete their capstone project and it is approved. This usually takes longer than the minimum required terms in the dissertation/doctoral study course shell.

To complete a doctoral study, students must obtain the academic approval of several independent evaluators including their committee, the University Research Reviewer, and the Institutional Review Board; pass the Form and Style Review; gain approval at the oral defense stage; and gain final approval by the chief academic officer. Students must also publish their dissertation on ProQuest before their degree is conferred. Learn more about the dissertation process in the Doctor of Social Work Guidebook.

+ Specialization in Family Studies and Intervention (not currently accepting new students)

This program is not currently accepting new students. Current students must complete their programs of study in accordance with Walden's Time-to-Degree Completion policies.

The Family Studies and Intervention Strategies specialization provides students with techniques for utilizing advanced clinical theory and research methodology within a unique, client-centered ecological context. Students are exposed to a broad spectrum of theoretical and clinical approaches to intervention, which emphasize the special needs of ethnic and racial minorities, gay and lesbian, single-parent, and low-income families. Students will explore developing multimodal therapeutic approaches and recognizing special treatment considerations within a diverse client delivery system.

Minimum Degree Requirements

- Doctoral Writing Assessment
- Professional Development Plan
- Foundation course (3 credits)
- Core courses (25 credits)
- Research courses (15 credits)
- Specialization courses (15 credits)
- Elective course (5 credits)
- Completion of Doctoral Study
 - Doctoral Study Action Research Project (5 credits per term; taken continuously until completion)

- o Quarter Plans

- One residency

Specialization Courses (15 credits)

SOCW 8356 - Theories and Techniques in Marriage, Couple, and Family Counseling (5 credits) SOCW 8346 - Child and Adolescent Counseling (5 credits)

SOCW 8785 - Social Change in Action: Prevention, Consultation, and Advocacy (5 credits)

Course Sequence

Students undertake courses in the following sequence.

Quarter	Course	Credits
Quarter 1	SOCW 8002 - Foundations of Graduate Study	3 credits
	SOCW 8110 - Advanced Social Work Theory and Practice	5 credits
Complete the residency as soon as you begin your program; required before you begin your 2nd research course (RSCH 8210 OR RSCH 8310).		
Quarter 2	SOCW 8802 - Clinical Seminar I [Removed 12.12.2022]	5 credits
	SOCW 8117 - Diversity and Multiculturalism	5 credits
Quarter 3	RSCH 8110 - Research Theory, Design, and Methods	5 credits
	SOCW 8356 - Theories and Techniques in Marriage, Couple, and Family Counseling	5 credits
Quarter 4	SOCW 8137 - Contemporary Issues, Social Change, and Social Policy	5 credits
	SOCW 8138 - Program and Practice Evaluation	5 credits
Quarter 5	SOCW 8346 - Child and Adolescent Counseling	5 credits
	RSCH 8210 - Quantitative Reasoning and Analysis	5 credits
	OR RSCH 8310 - Qualitative Reasoning and Analysis	
Quarter 6	SOCW 8785 - Social Change in Action: Prevention, Consultation, and Advocacy	5 credits
	Elective course chosen to support Capstone research project	5 credits
Quarter	Course	Credits
Quarter 7+	SOCW 8610 - Capstone Research Project*	Continuous enrollment
		in 5 credits per term
*Students take this course for a minimum of four terms and are continuously enrolled until completion of their doctoral study with final chief		

academic officer (CAO) approval. In general students are continuously registered in the dissertation/doctoral study course until they complete their capstone project and it is approved. This usually takes longer than the minimum required terms in the dissertation/doctoral study course shell.

To complete a doctoral study, students must obtain the academic approval of several independent evaluators including their committee, the University Research Reviewer, and the Institutional Review Board; pass the Form and Style Review; gain approval at the oral defense stage; and gain final approval by the chief academic officer. Students must also publish their dissertation on ProQuest before their degree

- One residency
- Specialization Courses (15 credits)
- SOCW 8204 - Medical Social Work I (5 credits)
- SOCW 8205 - Medical Social Work II (5 credits)
- SOCW 8815 - Introduction to Dimensions of Contemporary Aging (5 credits)

is conferred upon more about the dissertation process in the Doctor of Social Work Guidebook.

Course Sequence
Students undertake courses in

Quarter	Course	Credits
+ Quarter 1	SOCW 8002 - Foundations of Graduate Study	3 credits
	Specialization in Medical Social Work (not currently)	
	SOCW 8110 - Advanced Social Work Theory and Practice	5 credits
Quarter 2	SOCW 8802 - Clinical Seminar I [Removed 12.12.2022]	5 credits
Quarter 3	RSCH 8110 - Research Theory, Design, and Methods	5 credits

accepting new students) Complete the residency as soon as you begin your program; required before you begin your 2nd research course. **This program is not currently accepting new students.** Current students

must complete their program of study in accordance with Walden's Time-to-Degree Completion policies.

understanding of the roles of social workers in medical settings. Topics include medical terminology, crisis intervention, mental health evaluations, and supporting vulnerable populations. Students examine the psychosocial aspects of illness and

health for individuals and families dealing with grief and loss and end-of-life decision making. Coursework reviews ethical practice with regard to medical social work.

Minimum Degree Requirements

- Doctoral Writing Assessment
- Professional Development Plan
- Foundation course (3 credits)
- Core courses (25 credits)
- Research courses (15 credits)
- Specialization courses (15 credits)
- Elective course (5 credits)
- Completion of Doctoral Study
 - Doctoral Study Action Research Project (5 credits per term; taken continuously until completion)
 - Quarter Plans

5 credits

5 credits

Quarter	Course	the key factors that influence decision making related to positive social change and learn how to engage with community, state and federal governments.
Quarter 7	SOCW 8610 - Capstone Research Project*	Continuous enrollment for a minimum of 4 terms until completion of Doctoral Writing Assessment

* Students take this course for a minimum of four terms and are continuously enrolled until completion of their doctoral study with final chief academic officer (CAO) approval. In general students are continuously registered in the dissertation/doctoral study course until they complete their capstone project and it is approved. This usually takes longer than the minimum required terms in the dissertation/doctoral study course shell.

To complete a doctoral study, students must obtain the academic approval of several independent evaluators including their committee, the University Research Reviewer, and the Institutional Review Board; pass the Form and Style Review; gain approval at the oral defense stage; and gain final approval by the chief academic officer. Students must also publish their dissertation on ProQuest before their degree is conferred. Learn more about the dissertation process in the Doctor of Social Work Guidebook.

+

Specialization

on in Policy Practice (not currently accepting new students) **This program is not currently accepting new students.** Current students must complete their programs of study in accordance with Walden's Time-to-Degree Completion policies.

Effective policy and sustainable change are the result of successful collaboration with legislators,

lobbyists, grass-roots organizations and other groups, and individuals. This specialization can help students advance social welfare by identifying community needs and learning best practices in working with key stakeholders on today's most pressing social policy issues. Students will have the opportunity to analyze

- Professional Development Plan
- Foundation course (3 credits)
- Core courses (25 credits)
- Research courses (15 credits)
- Specialization courses (15 credits)
- Elective course (5 credits)
- Completion of Doctoral Study
 - Doctoral Study Action Research Project (5 credits per term; taken continuously until completion)
 - Quarter Plans
- One residency
- Specialization Courses (15 credits)
 - SOCW 8451 - Public Policy Analysis (5 credits)
 - SOCW 8465 - Strategic Planning: Collaboration, Cooperation, and Coordination (5 credits) SOCW

8809 - Fundamentals of Law and Public Policy (5 credits)

5 credits

Course Sequence	Course	5 credits
Quarter		Credits
Students undertake courses in the following sequence.		
Quarter 1	SOCW 8002 - Foundations of Graduate Study	3 credits
	SOCW 8110 - Advanced Social Work Theory and Practice	5 credits
Complete the residency as soon as you begin your program; required before you begin your 2nd research course (RSCH 8210 OR RSCH 8310).		
Quarter 2	SOCW 8802 - Clinical Seminar I [Removed 12.12.2022]	5 credits
	SOCW 8117 - Diversity and Multiculturalism	5 credits
Quarter 3	RSCH 8110 - Research Theory, Design, and Methods	5 credits

8809 - Fundamentals of Law and Public Policy Elective course chosen to support Capstone research project

Quarter	Course	Credits
Quarter 7+	SOCW 8610 - Capstone Research Project*	Continuous enrollment in 5 credits per term for a minimum of 4 terms until completion

* Students take this course for a minimum of four terms and are continuously enrolled until completion of their doctoral study with final chief academic officer (CAO) approval. In general students are continuously registered in the dissertation/doctoral study course until they complete their capstone project and it is approved. This usually takes longer than the minimum required terms in the dissertation/doctoral study course shell.

To complete a doctoral study, students must obtain the academic approval of several independent evaluators including their committee, the University Research Reviewer, and the Institutional Review Board; pass the Form and Style Review; gain approval at the oral defense stage; and gain final approval by the chief academic officer. Students must also publish their dissertation on ProQuest before their degree is conferred. Learn more about the dissertation process in the Doctor of Social Work Guidebook.

✦ Specialization in Social Work Administration (not currently accepting new students)

This program is not currently accepting new students. Current students must complete their programs of study in accordance with Walden's Time-to-Degree Completion policies.

Strong leadership, strategic program development, and effective implementation can enhance an agency's ability to serve its target populations. This specialization helps students focus on these and other aspects of administration within the context of advancing social welfare. The curriculum is designed to help students gain insight into organizational behavior, staff development, internal and community relations, and management. Students can apply their knowledge to help social work agencies develop effective strategies for improving the well-being of the individuals and groups they serve.

Minimum Degree Requirements

- Minimum Degree Requirements
- Doctoral Writing Assessment
- Professional Development Plan
- Foundation course (3 credits)
- Core courses (25 credits)
- Research courses (15 credits)
- Specialization courses (15 credits)
- Elective course (5 credits)
- Completion of Doctoral Study
 - Doctoral Study Action Research Project (5 credits per term; taken continuously until completion)
 - Quarter Plans

- One residency

Specialization Courses (15 credits)

SOCW 8152 - Human Services Administration (5 credits) SOCW 8750 - Leadership Development (5 credits)

SOCW 8786 - Strategic Context of Public Management and Leadership (5 credits)

Course Sequence

Students undertake courses in the following sequence.

Quarter	Course	Credits
Quarter 1	SOCW 8002 - Foundations of Graduate Study	3 credits
	SOCW 8110 - Advanced Social Work Theory and Practice	5 credits
Complete the residency as soon as you begin your program; required before you begin your 2nd research course (RSCH 8210 OR RSCH 8310).		
Quarter 2	SOCW 8802 - Clinical Seminar I [Removed 12.12.2022]	5 credits
Quarter 6	SOCW 8786 - Strategic Context of Public Management and Leadership	5 credits
	SOCW 8117 - Diversity and Multiculturalism	5 credits
Elective courses (5 credits) support Capstone research project		
Quarter 3	RSCH 8110 - Research Theory, Design, and Methods	5 credits

Quarter	Course	Credits
Quarter 7	SOCW 8610 - Capstone Research Project*	Continuous enrollment in 5 credits per term for a minimum of 4 terms until completion

* Students take this course for a minimum of four terms and are continuously enrolled until completion of their doctoral study with final chief academic officer (CAO) approval. In general students are continuously registered in the dissertation/doctoral study course until they complete their capstone project and it is approved. This usually takes longer than the minimum required terms in the dissertation/doctoral study course shell.

To complete a doctoral study, students must obtain the academic approval of several independent evaluators including their committee, the University Research Reviewer, and the Institutional Review Board; pass the Form and Style Review; gain approval at the oral defense stage; and gain final approval by the chief academic officer. Students must also publish their dissertation on ProQuest before their degree is conferred. Learn more about the dissertation process in the Doctor of Social Work Guidebook.

Residency Requirements

- **Complete one residency as soon as you begin your program;** required before you begin your second research course (RSCH 8210 OR RSCH 8310).

Completion of the Doctoral Capstone Research Project

Building Doctoral Socialization and Competency

(5 credits; continuously enrolled in 1 credits per term for a minimum of five terms until completion)

SOCW 8601 - Building Doctoral Socialization and Competency 1 (1 credits) SOCW 8602 - Building Doctoral Socialization and Competency 2 (1 credits) SOCW 8603 - Building Doctoral Socialization and Competency 3 (1 credits) SOCW 8604 - Building Doctoral Socialization and Competency 4 (1 credits) SOCW 8605 - Building Doctoral Socialization and Competency 5 (1 credits)

Capstone Research Course

(5 credits per term for a minimum of three terms; taken continuously until completion)

SOCW 8610 - Capstone Research Project (5 credits per term for a minimum of four terms until completion)

Course Sequence

Students undertake courses in the following sequence.

Quarter	Course	Credits
Quarter 1	SOCW 8002 - Foundations of Graduate Study	3 credits
	SOCW 8110 - Advanced Social Work Theory and Practice	5 credits
Complete the residency between your second and fourth term; required before you begin your second research		

	course (RSCH 821OK or RSCH 8310K).	
Quarter 2	SOCW 8112 - Social Work Scholarship	5 credits
	RSCH 8110 - Research Theory, Design, and Methods	5 credits
	SOCW 8601 - Building Doctoral Socialization and Competency	1 credits
Quarter 3	Specialization Course 1	5 credits
	SOCW 8117 - Diversity and Multiculturalism	5 credits
	SOCW 8602 - Building Doctoral Socialization and Competency	1 credits
Quarter 4	RSCH 8210 - Quantitative Reasoning and Analysis OR RSCH 8310 - Qualitative Reasoning and Analysis	5 credits
	SOCW 8137 - Contemporary Issues, Social Change, and Social Policy	5 credits
	SOCW 8603 - Building Doctoral Socialization and Competency	1 credits
	SOCW 8138 - Program and Practice Evaluation	5 credits
Quarter 5	Specialization Course 2	5 credits
	SOCW 8604 - Building Doctoral Socialization and Competency	1 credits
	SOCW 8605 - Building Doctoral Socialization and Competency	1 credits
Quarter 6	Specialization Course 3	5 credits
	RSCH 8260 - Advanced Quantitative Reasoning and Analysis OR RSCH 8360 - Advanced Qualitative Reasoning and Analysis	5 credits
	SOCW 8605 - Building Doctoral Socialization and Competency	1 credits
	SOCW 8610 - Capstone Research Project*	5 credits per term for a minimum of 3 terms; taken continuously until completion

*Students take this course for a minimum of three quarters and are continuously enrolled until completion of their dissertation with final chief academic officer (CAO) approval. In general, students are continuously registered in the dissertation course until they complete their dissertation, and it is approved. This usually takes longer than the minimum required terms in the dissertation course shell.

Doctoral Writing Assessment

Students who start or readmit to doctoral programs at Walden University in the university catalog for academic year 2017 or later will complete the university's required doctoral writing assessment. Designed to evaluate incoming doctoral students' writing skills, this assessment aims to help prepare incoming doctoral students to meet the university's expectations for writing at the doctoral level.

8-Year Maximum Time Frame

In general, students are continuously registered in the dissertation/doctoral study course until they complete their capstone project and it is approved. This usually takes longer than the minimum required terms in the dissertation/doctoral study course shell.

Students have up to 8 years to complete their doctoral degree requirements (see Enrollment Requirements in the student handbook). Students may petition to extend the 8-year maximum time frame, but an extension is not guaranteed.

PhD in Social Work

The PhD in Social Work program is designed to prepare experienced social work professionals as leaders, researchers, educators, and supervisors in the field. This program offers students an opportunity to engage in a core body of social work knowledge and processes that focus on the history and development of the profession, contemporary issues in social work, advanced social work theory and practice, program planning and evaluation, and research methods leading to a dissertation experience designed to prepare students for their roles as leaders and advocates for social change in the field.

Learning Outcomes

Graduates of this program are able to:

1. Synthesize scholarly research and theory to examine gaps in social work knowledge.
2. Demonstrate the skills necessary to create and implement ethical research designs that take into account cultural factors to expand social work knowledge.
3. Demonstrate the ability to employ a variety of research approaches to understand or address the etiology and dynamics of social problems and needs.
4. Evaluate research related to social work interventions, social programs, and the empirical knowledge-base.
5. Analyze social problems related to the field of social work from a culturally aware, ethical, and empirically-driven perspective.
6. Demonstrate the ability to collaborate with a variety of stakeholders to advocate for social change.
7. Demonstrate the ability to use scholarly research to advocate for policies and practices that advance the economic and social well-being of culturally diverse clientele.
8. Demonstrate advanced knowledge and skills in social work practice and research.

Minimum Degree Requirements

- Doctoral Writing Assessment
- Professional Development Plan
- Foundation course (3 credits)
- Core courses (20 credits)
- Specialization courses (15 credits)
- Research Courses (20 credits)

- Completion of Doctoral Capstone
 - Building Doctoral Socialization and Competency (1 credits per term for five terms)
 - Dissertation support course (5 credits)
 - Dissertation (5 credits per term for a minimum of three terms; taken continuously until completion)
 - Quarter Plans
- Four residencies

Curriculum

Foundation Course (3 credits)

SOCW 8002 - Foundations of Graduate Study (3 credits)

Core Courses (20 credits)

SOCW 8110 - Advanced Social Work Theory and Practice (5 credits) SOCW 8112 - Social Work Scholarship (5 credits)

SOCW 8137 - Contemporary Issues, Social Change, and Social Policy (5 credits)

SOCW 8138 - Program and Practice Evaluation (5 credits)

Specialization Courses (15 credits)

These courses are dependent upon the particular specialization. Please see the course list on each specialization page.

✦ Specialization in Advanced Clinical Practice and Supervision

Do you want to empower other social workers to learn, grow, and succeed? The PhD in Social Work Advanced Clinical Practice and Supervision specialization academically prepares social work professionals to supervise social workers and other practitioners advance their current clinical practice. Social work professionals develop their leadership skills while building their knowledge and confidence in advanced clinical supervision, clinical instruction, and practice management.

A PhD specialization in Advanced Clinical Practice and Supervision academically prepares social work professionals to advance their own practice or become a social work clinical supervisor.

Specialization Courses (15 credits)

SOCW 8570 - Social Work Supervision (5 credits)

SOCW 8574 -Advanced Clinical Instruction and Supervision (5 credits) SOCW 8114-Advanced Social Work Scholarship Community (5 credits)

✦ Specialization in Impact Leadership in Social Work Administration

Create innovative, practical solutions to today's pressing social problems with the PhD in Social Work Impact Leadership in Social Work Administration specialization. This specialization explores topics such as strategic program development and implementation, tactical evaluation, collaborative practices, and design thinking. Develop essential leadership skills while preparing to help social work agencies address the needs of vulnerable populations facing a host of complex issues.

A PhD specialization in Impact Leadership in Social Work Administration academically prepares social work professionals to impact their community through high-level leadership and policy roles in social work and other related fields.

Specialization Courses (15 credits)

SOCW 8750 - Leadership Development (5 credits)

SOCW 8752 - Executive Leadership With Impact (5 credits)

SOCW 8114 -Advanced Social Work Scholarship Community (5 credits)

+ Specialization in Social Work Education

In an increasingly complex and diverse society, championing and preparing tomorrow's social work professionals is vital. This Social Work Education specialization in the PhD in Social Work program explores the principles of instructional design and adult learning, integrating Council on Social Work Education (CSWE) competencies in the development of assessment, instruction, and evaluation.

Students examine learning styles, sociocultural dynamics, and other factors that contribute to diversity in teaching and learning.

Students also have the opportunity to apply their knowledge in developing syllabi and grading rubrics while being supervised in a teaching practicum.

A PhD in Social Work with a Social Work Education specialization academically prepares students to become impactful social work educators in an array of educational settings.

Specialization Courses (15 credits)

SOCW 8572 -Adult Learning and Instructional Design (5 credits) SOCW 8574 -Advanced Clinical Instruction and Supervision (5 credits) SOCW 8114 -Advanced Social Work Scholarship Community (5 credits)

Foundation Research Courses (15 credits)

Courses comprising the Foundation Research Sequence are conducted online and require weekly readings, participation in discussions, and assignment completion. Course instructors guide discussions and evaluate discussion and application assignments. RSCH 8110 must be completed prior to Residency 2 of the academic residencies. RSCH 8210 and RSCH 8310 must be completed prior to beginning the dissertation or attending Residency 3.

RSCH 8110 - Research Theory, Design, and Methods* (5 credits)

- Students may take this as a non-degree course.

RSCH 8210 - Quantitative Reasoning and Analysis* (5 credits)

- Students may take this as a non-degree course.

RSCH 8310 - Qualitative Reasoning and Analysis* (5 credits)

- Students may take this as a non-degree course.

Advanced Research Course (5 credits)

All PhD students are required to complete one advanced-level research course that mirrors the methodology of their intended dissertations. The university offers three advanced courses; individual programs may have other advanced options. Students should refer to their specific programs of study to determine program-specific requirements.

One of the following three courses is required:

RSCH 8260 -Advanced Quantitative Reasoning and Analysis (5 credits) RSCH 8360 -Advanced Qualitative Reasoning and Analysis (5 credits) RSCH 8460 -Advanced Mixed-Methods Reasoning and Analysis (5 credits)

Residency Requirements

- Complete Residency 1 as soon as you begin your program; should be completed in Term 1 or Term 2.
- Complete Residency 2 within 18 months of your start date or linked to your registration for or completion of your first research course.
- Complete Residency 3 by the end of your third year.
- Complete residency 4 after your prospectus is approved as follows:
 - a Residency 4 General (RESI 8404) OR

a Residency 4 Proposal Writing (RESI 84040) OR

a Residency 4 Methods & Data Collection: Qualitative (RESI 8404R) OR a Residency 4 Methods & Data Collection: Quantitative (RESI 8404S) OR a Residency 4 Publishing & Presenting (RESI 8404T) OR

a an approved professional conference (RESI 8900 for select programs only. Contact Advising for information.) OR

a a dissertation intensive (DRWI 8500) during your 9000 course. Contact Student Success Advising to register.

You must attend all sessions and advising throughout the entire intensive retreat in order to successfully complete the experience to satisfy residency 4 requirements. *NOTE: Intensive Retreats are NOT included in Fast Track tuition.*

- **Optional:** Complete a PhD dissertation intensive (DRWI 8500) during your dissertation. Contact Student Success Advising to register.

Completion of the Doctoral Capstone

SOCW 9001A- Building Doctoral Socialization and Competency 1 (1 credits) SOCW 9002A- Building Doctoral Socialization and Competency 2 (1 credits) SOCW 9003A- Building Doctoral Socialization and Competency 3 (1 credits) SOCW 9004A- Building Doctoral Socialization and Competency 4 (1 credits) SOCW 9005A- Building Doctoral Socialization and Competency 5 (1 credits)

Dissertation Writing Courses

SOCW 8550 - Preparing for Dissertation (5 credits)

SOCW 9000 - Dissertation (5 credits per quarter for a minimum of 3 quarters until completion)

Students take this course for a minimum of three quarters and are continuously enrolled until completion of their dissertation with final chief academic officer (CAO) approval.

To complete a doctoral dissertation, students must obtain the academic approval of several independent evaluators including their committee, the University Research Reviewer, and the Institutional Review Board; pass the Form and Style Review; gain approval at the oral defense stage; and gain final approval by the chief academic officer. Students must also publish their dissertation on ProQuest before their degree is conferred. Learn more about the dissertation process in the Dissertation Guidebook.

Specializations Not Currently Accepting New Students

✦ Specialization in Addictions and Social Work (not currently accepting new students)

This program is not currently accepting new students. Current students must complete their programs of study in accordance with Walden's Time-to-Degree Completion policies.

The Addiction and Social Work specialization prepares students to expand their professional service to support families, individuals, and communities around addictions treatment and case management and the development of prevention, intervention, and consultation around addiction.

Minimum Degree Requirements

- Doctoral Writing Assessment
- Professional Development Plan and Program of Study
- Foundation course (3 credits)
- Core courses (20 credits)
- Specialization courses (15 credits)
- Research Courses (20 credits)

- Completion of Doctoral Capstone
 - Dissertation support course (5 credits)
 - Dissertation (5 credits per term for a minimum of four terms; taken continuously until completion)
 - Quarter Plans
- Four residencies

Specialization Courses (15 credits)

SOCW 8103 - Introduction to Addiction (5 credits) SOCW 8203 - Treatment of Addictions (5 credits)

SOCW 8785 - Social Change in Action: Prevention, Consultation, and Advocacy (5 credits)

Course Sequence

Students undertake courses in the following sequence.

Quarter	Course	Credits
Quarter 1	SOCW 8002 - Foundations of Graduate Study	3 credits
	SOCW 8110 - Advanced Social Work Theory and Practice	5 credits
	Complete Residency 1 face-to-face as soon as you begin your program; should be completed within 90 days of completing your Foundations course.	
Quarter 2	SOCW 8116 - History and Development of Social Work	5 credits
	RSCH 8110 - Research Theory, Design, and Methods	5 credits
Quarter 3	SOCW 8103 - Introduction to Addiction	5 credits
	SOCW 8137 - Contemporary Issues, Social Change, and Social Policy	5 credits
Quarter 4	SOCW 8138 - Program and Practice Evaluation	5 credits
	RSCH 8210 - Quantitative Reasoning and Analysis	5 credits
	Complete Residency 2 as face-to-face or virtual within 18 months of your start date or linked to your registration for or completion of your first research course.	
Quarter 5	SOCW 8203 - Treatment of Addictions	5 credits
	RSCH 8310 - Qualitative Reasoning and Analysis	5 credits
	Complete Residency 3 face-to-face by the end of your third year.	
Quarter 6	SOCW 8785 - Social Change in Action: Prevention, Consultation, and Advocacy	5 credits

	<p>Complete Residency 4 during your third year or beyond as:</p> <ul style="list-style-type: none"> • a face-to-face or virtual residency (RESI 8404) OR • an approved professional conference (RESI 8900 based on program availability) OR • a dissertation intensive (DRWI 8500) during your 9000 course. <p>Contact Student Success Advising to register.</p>	
	<p>Choose one:</p> <ul style="list-style-type: none"> • RSCH 8260 - Advanced Quantitative Reasoning and Analysis OR • RSCH 8360 - Advanced Qualitative Reasoning and Analysis OR • RSCH 8460 - Advanced Mixed-Methods Reasoning and Analysis 	5 credits
	SOCW 8550 - Preparing for Dissertation	5 credits
	<p>Optional: Complete a PhD dissertation intensive retreat (DRWI 8500) face-to-face during your dissertation. Contact Student Success Advising to register.</p>	
Quarter 7	SOCW 9000 - Dissertation*	5 credits per term for a minimum of 4 terms; taken continuously until completion

* Students take this course for a minimum of four quarters and are continuously enrolled until completion of their dissertation with final chief academic officer (CAO) approval. In general, students are continuously registered in the dissertation course until they complete their capstone project and it is approved. This usually takes longer than the minimum required terms in the dissertation course shell.

To complete a doctoral dissertation, students must obtain the academic approval of several independent evaluators including their committee, the University Research Reviewer, and the Institutional Review Board; pass the Form and Style Review; gain approval at the oral defense stage; and gain final approval by the chief academic officer. Students must also publish their dissertation on ProQuest before their degree is conferred. Learn more about the dissertation process in the Dissertation Guidebook.

+ Specialization in Clinical Expertise (not currently accepting new students)

This program is not currently accepting new students. Current students must complete their programs of study in accordance with Walden's Time-to-Degree Completion policies.

An advanced social work practitioner can make a positive impact in the community on various levels. This specialization can help prepare students for a career as an expert in clinical social work practice. Students will have the opportunity to focus their studies in supervision, treatment of forensic populations, and addiction case management. Students can gain the knowledge to become a supervisor of Master of Social Work students or advance their current clinical practice.

Minimum Degree Requirements

- Doctoral Writing Assessment
- Professional Development Plan and Program of Study
- Foundation course (3 credits)
- Core courses (20 credits)
- Specialization courses (15 credits)
- Research Courses (20 credits)
- Completion of Doctoral Capstone
 - Dissertation support course (5 credits)
 - Dissertation (5 credits per term for a minimum of four terms; taken continuously until completion)
 - Quarter Plans
- Four residencies

Specialization Courses (15 credits)

SOCW 8117 - Diversity and Multiculturalism (5 credits)

SOCW 8570 - Social Work Supervision (5 credits)

SOCW 8571 - Treatment of Forensic Populations (5 credits)

Course Sequence

Students undertake courses in the following sequence.

Quarter	Course	Credits
Quarter 1	SOCW 8002 - Foundations of Graduate Study	3 credits
	SOCW 8110 - Advanced Social Work Theory and Practice	5 credits
	Complete Residency 1 face-to-face as soon as you begin your program ; should be completed within 90 days of completing your Foundations course.	
Quarter 2	SOCW 8116 - History and Development of Social Work	5 credits
	RSCH 8110 - Research Theory, Design, and Methods	5 credits
Quarter 3	SOCW 8117 - Diversity and Multiculturalism	5 credits
	SOCW 8137 - Contemporary Issues, Social Change, and Social Policy	5 credits
Quarter 4	SOCW 8138 - Program and Practice Evaluation	5 credits
	RSCH 8210 - Quantitative Reasoning and Analysis	5 credits
	Complete Residency 2 as face-to-face or virtual within 18 months of your start date or linked to your registration for or completion of your first research course.	
Quarter 5	SOCW 8570 - Social Work Supervision	5 credits
	RSCH 8310 - Qualitative Reasoning and Analysis	5 credits

Complete Residency 3 face-to-face by the end of your third year.		
Quarter 6	SOCW 8571 - Treatment of Forensic Populations	5 credits
	<p>Complete Residency 4 during your third year or beyond as:</p> <ul style="list-style-type: none"> • a face-to-face or virtual residency (RESI 8404) OR • an approved professional conference (RESI 8900 based on program availability) OR • a dissertation intensive (DRWI 8500) during your 9000 course. <p>Contact Student Success Advising to register.</p>	
	<p>Choose one:</p> <p>RSCH 8260 - Advanced Quantitative Reasoning and Analysis</p> <p>OR</p> <p>RSCH 8360 - Advanced Qualitative Reasoning and Analysis</p> <p>OR</p> <p>RSCH 8460 -Advanced Mixed-Methods Reasoning and Analysis</p>	5 credits
	SOCW 8550 - Preparing for Dissertation	5 credits
Quarter 7	<p>Optional: Complete a PhD dissertation intensive retreat (DRWI 8500) face-to-face during your dissertation. Contact Student Success Advising to register.</p>	
	SOCW 9000 - Dissertation*	5 credits per term for a minimum of 4 terms; taken continuously until completion

* Students take this course for a minimum of four quarters and are continuously enrolled until completion of their dissertation with final chief academic officer (CAO) approval. In general, students are continuously registered in the dissertation course until they complete their capstone project and it is approved. This usually takes longer than the minimum required terms in the dissertation course shell.

To complete a doctoral dissertation, students must obtain the academic approval of several independent evaluators including their committee, the University Research Reviewer, and the Institutional Review Board; pass the Form and Style Review; gain approval at the oral defense stage; and gain final approval by the chief academic officer. Students must also publish their dissertation on ProQuest before their degree is conferred. Learn more about the dissertation process in the Dissertation Guidebook.

+ Specialization in Criminal Justice (not currently accepting new students)

This program is not currently accepting new students. Current students must complete their programs of study in accordance with Walden's Time-to-Degree Completion policies.

The specialization in Criminal Justice is designed for professionals involved in all aspects of public safety, including law enforcement and rehabilitation. Students will examine the factors that contribute to criminal behavior, such as urban decay, substance abuse, and poverty. They will explore the use of traditional forms of intervention, such as individual and group psychotherapy, as well as recent developments in intervention, including restorative justice as it relates to both criminals and the victims of crimes. And they will gain a greater insight into the problems facing the criminal justice system and how they can begin to address these challenges.

Minimum Degree Requirements

- Doctoral Writing Assessment
- Professional Development Plan and Program of Study
- Foundation course (3 credits)
- Core courses (20 credits)
- Specialization courses (15 credits)
- Research Courses (20 credits)
- Completion of Doctoral Capstone
 - Dissertation support course (5 credits)
 - Dissertation (5 credits per term for a minimum of four terms; taken continuously until completion)
 - Quarter Plans
- Four residencies

Specialization Courses (15 credits)

SOCW 8117 - Diversity and Multiculturalism (5 credits)

SOCW 8350 - Historical and Contemporary Issues in Criminal Justice (5 credits) SOCW 8351 - Policy Analysis in the Criminal Justice System (5 credits)

Course Sequence

Students undertake courses in the following sequence.

Quarter	Course	Credits
Quarter 1	SOCW 8002 - Foundations of Graduate Study	3 credits
	SOCW 8110 - Advanced Social Work Theory and Practice	5 credits
Complete Residency 1 face-to-face as soon as you begin your program; should be completed within 90 days of completing your Foundations course.		
Quarter 2	SOCW 8116 - History and Development of Social Work	5 credits
	RSCH 8110 - Research Theory, Design, and Methods	5 credits
Quarter 3	RSCH 8350 - Advanced Qualitative Reasoning and Analysis	5 credits
	SOCW 8137 - Contemporary Issues, Social Change, and Social Policy	5 credits
Quarter 4	SOCW 8138 - Program and Practice Evaluation	5 credits
	RSCH 8210 - Quantitative Reasoning and Analysis	5 credits

	Complete Residency 2 as face-to-face or virtual within 18 months of your start date or linked to your registration for completion of your first research course.	
Quarter 5	SOCW 8351 - Policy Analysis in the Criminal Justice System	5 credits
	RSCH 8310 - Qualitative Reasoning and Analysis	5 credits
	Complete Residency 3 face-to-face by the end of your third year.	
Quarter 6	SOCW 8117 - Diversity and Multiculturalism	5 credits
	Complete Residency 4 during your third year or beyond as: <ul style="list-style-type: none"> • a face-to-face or virtual residency (RESI 8404) OR • an approved professional conference (RESI 8900 based on program availability) OR • a dissertation intensive (DRWI 8500) during your 9000 course. Contact Student Success Advising to register. 	
	Choose one: <ul style="list-style-type: none"> • RSCH 8260 - Advanced Quantitative Reasoning and Analysis OR • RSCH 8360 - Advanced Qualitative Reasoning and Analysis OR • RSCH 8460 - Advanced Mixed-Methods Reasoning and Analysis 	5 credits
	SOCW 8550 - Preparing for Dissertation	5 credits
Quarter 7	Optional: Complete a PhD dissertation intensive retreat (DRWI 8500) face-to-face during your dissertation. Contact Student Success Advising to register.	
	SOCW 9000 - Dissertation*	5 credits per term for a minimum of 4 terms; taken continuously until completion

* Students take this course for a minimum of four quarters and are continuously enrolled until completion of their dissertation with final chief academic officer (CAO) approval. In general, students are continuously registered in the dissertation course until they complete their capstone project and it is approved. This usually takes longer than the minimum required terms in the dissertation course shell.

To complete a doctoral dissertation, students must obtain the academic approval of several independent evaluators including their committee, the University Research Reviewer, and the Institutional Review Board; pass the Form and Style Review; gain approval at the oral defense stage; and gain final approval by the chief academic officer. Students must also

publish their dissertation on ProQuest before their degree is conferred. Learn more about the dissertation process in the Dissertation Guidebook.

+ Specialization in Disaster, Crisis, and Intervention (not currently accepting new students)

This program is not currently accepting new students. Current students must complete their programs of study in accordance with Walden's Time-to-Degree Completion policies.

The Disaster, Crisis, and Intervention specialization examines theories and strategies to respond to the initial basic needs of a community in an emergency situation and how to assist victims and their caregivers after the initial crisis has passed. Students will study skills and practices specific to crisis counseling, including theories of crisis intervention and models for working with different populations. They will examine the actions and behaviors that follow a disaster; learn how to address stress, coping, and adjustment difficulties; and study psychological disorders such as post-traumatic stress disorder. Students will explore a crisis from a community and regional level and gain experience by designing a crisis plan to prepare for future emergencies. In this specialization, students also address the psychological impact of terrorism on communities.

Minimum Degree Requirements

- Doctoral Writing Assessment
- Professional Development Plan and Program of Study
- Foundation course (3 credits)
- Core courses (20 credits)
- Specialization courses (15 credits)
- Research Courses (20 credits)
- Completion of Doctoral Capstone
 - Dissertation support course (5 credits)
 - Dissertation (5 credits per term for a minimum of four terms; taken continuously until completion)
 - Quarter Plans
- Four residencies

Specialization Courses (15 credits)

SOCW 8117 - Diversity and Multiculturalism (5 credits) SOCW 8145 - Crisis Management (5 credits)

SOCW 8333 - Vicarious Trauma and Compassion Fatigue (5 credits)

Course Sequence

Students undertake courses in the following sequence.

Quarter	Course	Credits
Quarter 1	SOCW 8002 - Foundations of Graduate Study	3 credits
	SOCW 8110 - Advanced Social Work Theory and Practice	5 credits
Complete Residency 1 face-to-face as soon as you begin your program; should be completed within 90 days of completing your Foundations course.		

Quarter 2	SOCW 8116 - History and Development of Social Work	5 credits
	RSCH 8110 - Research Theory, Design, and Methods	5 credits
Quarter 3	SOCW 8145 - Crisis Management	5 credits
	SOCW 8137 - Contemporary Issues, Social Change, and Social Policy	5 credits
Quarter 4	SOCW 8138 - Program and Practice Evaluation	5 credits
	RSCH 8210 - Quantitative Reasoning and Analysis	5 credits
Complete Residency 2 as face-to-face or virtual within 18 months of your start date or linked to your registration for completion of your first research course.		
Quarter 5	SOCW 8333 - Vicarious Trauma and Compassion Fatigue	5 credits
	RSCH 8310 - Qualitative Reasoning and Analysis	5 credits
Complete Residency 3 face-to-face by the end of your third year.		
Quarter 6	SOCW 8117 - Diversity and Multiculturalism	5 credits
Complete Residency 4 during your third year or beyond as:		
<ul style="list-style-type: none"> • a face-to-face or virtual residency (RESI 8404) OR • an approved professional conference (RESI 8900 based on program availability) OR • a dissertation intensive (DRWI 8500) during your 9000 course. Contact Student Success Advising to register. 		
Choose one:		5 credits
<ul style="list-style-type: none"> • RSCH 8260 - Advanced Quantitative Reasoning and Analysis OR • RSCH 8360 - Advanced Qualitative Reasoning and Analysis OR • RSCH 8460 - Advanced Mixed-Methods Reasoning and Analysis 		
SOCW 8550 - Preparing for Dissertation		5 credits
Quarter 7	Optional: Complete a PhD dissertation intensive retreat (DRWI 8500) face-to-face during your dissertation. Contact Student Success Advising to register.	
	SOCW 9000 - Dissertation *	5 credits per term for a minimum of 4 terms; taken continuously

		until completion
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* Students take this course for a minimum of four quarters and are continuously enrolled until completion of their dissertation with final chief academic officer (CAO) approval. In general, students are continuously registered in the dissertation course until they complete their capstone project and it is approved. This usually takes longer than the minimum required terms in the dissertation course shell.

To complete a doctoral dissertation, students must obtain the academic approval of several independent evaluators including their committee, the University Research Reviewer, and the Institutional Review Board; pass the Form and Style Review; gain approval at the oral defense stage; and gain final approval by the chief academic officer. Students must also publish their dissertation on ProQuest before their degree is conferred. Learn more about the dissertation process in the Dissertation Guidebook.

+ Specialization in Family Studies and Intervention (not currently accepting new students)

This program is not currently accepting new students. Current students must complete their programs of study in accordance with Walden's Time-to-Degree Completion policies.

The Family Studies and Intervention Strategies specialization provides students with techniques for utilizing advanced clinical theory and research methodology within a unique, client-centered ecological context. Students are exposed to a broad spectrum of theoretical and clinical approaches to intervention, which emphasize the special needs of ethnic and racial minorities, gay and lesbian, single-parent, and low-income families. Students will explore developing multimodal therapeutic approaches and recognizing special treatment considerations within a diverse client delivery system.

Minimum Degree Requirements

- Doctoral Writing Assessment
- Professional Development Plan and Program of Study
- Foundation course (3 credits)
- Core courses (20 credits)
- Specialization courses (15 credits)
- Research Courses (20 credits)
- Completion of Doctoral Capstone
 - Dissertation support course (5 credits)
 - Dissertation (5 credits per term for a minimum of four terms; taken continuously until completion)
 - Quarter Plans
- Four residencies

Specialization Courses (15 credits)

SOCW 8117 - Diversity and Multiculturalism (5 credits) SOCW 8346 - Child and Adolescent Counseling (5 credits)

SOCW 8356 - Theories and Techniques in Marriage, Couple, and Family Counseling (5 credits)

+ Specialization in Medical Social Work (not currently accepting new students)

This program is not currently accepting new students. Current students must complete their programs of study in accordance with Walden's Time-to-Degree Completion policies.

The Medical Social Work specialization provides students techniques for supporting individual clients or patients, families, and communities around resources and support services for vulnerable populations such as people with acute or chronic illness, terminal illness, disabilities, and challenges of age. Students in this specialization explore working as a part of treatment and care teams in hospitals, nursing homes, and hospice facilities and with caretakers and other treatment facilities. In this specialization, students are exposed to the roles and competencies of medical social workers, the needs of clients and families, particularly the aging population, and resource planning and support for vulnerable populations.

Minimum Degree Requirements

- Doctoral Writing Assessment
- Professional Development Plan and Program of Study
- Foundation course (3 credits)
- Core courses (20 credits)
- Specialization courses (15 credits)
- Research Courses (20 credits)
- Completion of Doctoral Capstone
 - Dissertation support course (5 credits)
 - Dissertation (5 credits per term for a minimum of four terms; taken continuously until completion)
 - Quarter Plans
- Four residencies

Specialization Courses (15 credits)

SOCW 8204 - Medical Social Work I (5 credits) SOCW 8205 - Medical Social Work II (5 credits)

SOCW 8815 - Introduction to Dimensions of Contemporary Aging (5 credits)

Course Sequence

Students undertake courses in the following sequence.

Quarter	Course	Credits
Quarter 1	SOCW 8002 - Foundations of Graduate Study	3 credits
	SOCW 8110 - Advanced Social Work Theory and Practice	5 credits
Complete Residency 1 face-to-face as soon as you begin your program; should be completed within 90 days of completing your Foundations course.		
Quarter 2	SOCW 8116 - History and Development of Social Work	5 credits
	RSCH 8110 - Research Theory, Design, and Methods	5 credits
Quarter 3	SOCW 8204 - Medical Social Work I	5 credits
	SOCW 8137 - Contemporary Issues, Social Change, and Social Policy	5 credits
Quarter 4	SOCW 8138 - Program and Practice Evaluation	5 credits

	RSCH 8210 - Quantitative Reasoning and Analysis	5 credits
	Complete Residency 2 as face-to-face or virtual within 18 months of your start date or linked to your registration for completion of your first research course.	
Quarter 5	SOCW 8205 - Medical Social Work II	5 credits
	RSCH 8310 - Qualitative Reasoning and Analysis	5 credits
	Complete Residency 3 face-to-face by the end of your third year.	
6	Quarter 6 Aging	SOCW 8815 - Introduction to Dimensions of Contemporary Aging 5 credits
	Complete Residency 4 during your third year or beyond as:	
	<ul style="list-style-type: none"> • a face-to-face or virtual residency (RES! 8404) OR • an approved professional conference (RES! 8900 based on program availability) OR • a dissertation intensive (DRWI 8500) during your 9000 course. Contact Student Success Advising to register. 	
	Choose one:	5 credits
	<ul style="list-style-type: none"> • RSCH 8260 - Advanced Quantitative Reasoning and Analysis OR • RSCH 8360 - Advanced Qualitative Reasoning and Analysis OR • RSCH 8460 - Advanced Mixed-Methods Reasoning and Analysis 	
	SOCW 8550 - Preparing for Dissertation	5 credits
Quarter 7	Optional: Complete a PhD dissertation intensive retreat (DRWI 8500) face-to-face during your dissertation. Contact Student Success Advising to register.	
	SOCW 9000 - Dissertation*	5 credits per term for a minimum of 4 terms; taken continuously until completion

* Students take this course for a minimum of four quarters and are continuously enrolled until completion of their dissertation with final chief academic officer (CAO) approval. In general, students are continuously registered in the dissertation course until they complete their capstone project and it is approved. This usually takes longer than the minimum required terms in the dissertation course shell.

To complete a doctoral dissertation, students must obtain the academic approval of several independent evaluators including their committee, the University Research Reviewer, and the Institutional Review Board; pass the Form and Style

Review; gain approval at the oral defense stage; and gain final approval by the chief academic officer. Students must also publish their dissertation on ProQuest before their degree is conferred. Learn more about the dissertation process in the Dissertation Guidebook.



Specialization in Policy Practice (not

currently accepting new students) **This program is not currently accepting new students.** Current students must complete their programs of study in accordance with Walden's Time-to-Degree Completion policies.

Effective policy and sustainable change are the result of successful collaboration with legislators, lobbyists, grass-roots organizations and other groups, and individuals. This specialization can help students advance social welfare by identifying community needs and learning best practices in working with key stakeholders on today's most pressing social policy issues. Students will have the opportunity to analyze the key factors that influence decision making related to positive social change and learn how to engage with community, state, and federal governments.

Minimum Degree Requirements

- Doctoral Writing Assessment
- Professional Development Plan and Program of Study
- Foundation course (3 credits)
- Core courses (20 credits)
- Specialization courses (15 credits)
- Research Courses (20 credits)
- Completion of Doctoral Capstone
 - Dissertation support course (5 credits)
 - Dissertation (5 credits per term for a minimum of four terms; taken continuously until completion)
 - Quarter Plans
- Four residencies

Specialization Courses (15 credits)

SOCW 8451 - Public Policy Analysis (5 credits)

SOCW 8465 - Strategic Planning: Collaboration, Cooperation, and Coordination (5 credits) SOCW 8809 - Fundamentals of Law and Public Policy (5 credits)

Course Sequence

Students undertake courses in the following sequence.

Quarter	Course	Credits
Quarter 1	SOCW 8002 - Foundations of Graduate Study	3 credits
	SOCW 8110 - Advanced Social Work Theory and Practice	5 credits
Complete Residency 1 face-to-face as soon as you begin your program; should be completed within 90 days of completing your Foundations course.		
Quarter 2	SOCW 8116 - History and Development of Social Work	5 credits

	RSCH 8110 - Research Theory, Design, and Methods	5 credits
Quarter 3	SOCW 8451 - Public Policy Analysis	5 credits
	SOCW 8137 - Contemporary Issues, Social Change, and Social Policy	5 credits
Quarter 4	SOCW 8138 - Program and Practice Evaluation	5 credits
	RSCH 8210 - Quantitative Reasoning and Analysis	5 credits
Complete Residency 2 as face-to-face or virtual within 18 months of your start date or linked to your registration for completion of your first research course.		
Quarter 5	SOCW 8465 - Strategic Planning: Collaboration, Cooperation, and Coordination	5 credits
	RSCH 8310 - Qualitative Reasoning and Analysis	5 credits
Complete Residency 3 face-to-face by the end of your third year.		
6 Quarter	SOCW 8809 - Fundamentals of Law and Public Policy	5 credits
	Complete Residency 4 during your third year or beyond as: <ul style="list-style-type: none"> • a face-to-face or virtual residency (RESI 8404) OR • an approved professional conference (RESI 8900 based on program availability) OR • a dissertation intensive (DRWI 8500) during your 9000 course. Contact Student Success Advising to register. 	
	Choose one: <ul style="list-style-type: none"> • RSCH 8260 - Advanced Quantitative Reasoning and Analysis OR • RSCH 8360 - Advanced Qualitative Reasoning and Analysis OR • RSCH 8460 - Advanced Mixed-Methods Reasoning and Analysis 	5 credits
	SOCW 8550 - Preparing for Dissertation	5 credits
Quarter 7	Optional: Complete a PhD dissertation intensive retreat (DRWI 8500) face-to-face during your dissertation. Contact Student Success Advising to register.	
	SOCW 9000 - Dissertation*	5 credits per term for a minimum of 4 terms; taken continuously until completion

* Students take this course for a minimum of four quarters and are continuously enrolled until completion of their dissertation with final chief academic officer (CAO) approval. In general, students are continuously registered in the dissertation course until they complete their capstone project and it is approved. This usually takes longer than the minimum required terms in the dissertation course shell.

To complete a doctoral dissertation, students must obtain the academic approval of several independent evaluators including their committee, the University Research Reviewer, and the Institutional Review Board; pass the Form and Style Review; gain approval at the oral defense stage; and gain final approval by the chief academic officer. Students must also publish their dissertation on ProQuest before their degree is conferred. Learn more about the dissertation process in the Dissertation Guidebook.

+ Specialization in Social Work Administration (not currently accepting new students)

This program is not currently accepting new students. Current students must complete their programs of study in accordance with Walden's Time-to-Degree Completion policies.

Strong leadership, strategic program development, and effective implementation can enhance an agency's ability to serve its target populations. This specialization helps students focus on these and other aspects of administration within the context of advancing social welfare. The curriculum is designed to help students gain insight into organizational behavior, staff development, internal and community relations, and management. Students can apply their knowledge to help social work agencies develop effective strategies for improving the well-being of the individuals and groups they serve.

Minimum Degree Requirements

- Doctoral Writing Assessment
- Professional Development Plan and Program of Study
- Foundation course (3 credits)
- Core courses (20 credits)
- Specialization courses (15 credits)
- Research Courses (20 credits)
- Completion of Doctoral Capstone
 - Dissertation support course (5 credits)
 - Dissertation (5 credits per term for a minimum of four terms; taken continuously until completion)
 - Quarter Plans
- Four residencies

Specialization Courses (15 credits)

SOCW 8117 - Diversity and Multiculturalism (5 credits) SOCW 8152- Human Services Administration (5 credits)

SOCW 8750 - Leadership Development (5 credits)

Course Sequence

Students undertake courses in the following sequence.

Quarter	Course	Credits
Quarter 1	SOCW 8002 - Foundations of Graduate Study	3 credits

	SOCW 8110 - Advanced Social Work Theory and Practice	5 credits
Complete Residency 1 face-to-face as soon as you begin your program; should be completed within 90 days		
f completing your Foundations course.		
Quarter 2	SOCW 8116 - History and Development of Social Work	5 credits
	RSCH 8110 - Research Theory, Design, and Methods	5 credits
Quarter 3	SOCW 8152 - Human Services Administration	5 credits
	SOCW 8137 - Contemporary Issues, Social Change, and Social Policy	5 credits
Quarter 4	SOCW 8138 - Program and Practice Evaluation	5 credits
	RSCH 8210 - Quantitative Reasoning and Analysis	5 credits
Complete Residency 2 as face-to-face or virtual within 18 months of your start date or linked to your registration for		
r completion of your first research course.		
Quarter 5	SOCW 8750 - Leadership Development	5 credits
	RSCH 8310 - Qualitative Reasoning and Analysis	5 credits
Complete Residency 3 face-to-face by the end of your third year.		
Quarter	SOCW 8117 - Diversity and Multiculturalism	5 credits
6		
	Complete Residency 4 during your third year or beyond as:	
	<ul style="list-style-type: none"> • a face-to-face or virtual residency (RESI 8404) OR • an approved professional conference (RESI 8900 based on program availability) OR • a dissertation intensive (DRWI 8500) during your 9000 course. Contact Student Success Advising to register. 	
	Choose one:	5 credits
	<ul style="list-style-type: none"> • RSCH 8260 - Advanced Quantitative Reasoning and Analysis OR • RSCH 8360 - Advanced Qualitative Reasoning and Analysis OR • RSCH 8460 - Advanced Mixed-Methods Reasoning and Analysis 	
	SOCW 8550 - Preparing for Dissertation	5 credits

Quarter	Course	Credits
Quarter 7	Optional: Complete a PhD dissertation intensive retreat (DRWI 8500) face-to-face during your dissertation. Contact Student Success Advising to register.	
	SOCW 9000 - Dissertation*	5 credits per term for a minimum of 4 terms; taken continuously until completion

* Students take this course for a minimum of four quarters and are continuously enrolled until completion of their dissertation with final chief academic officer (CAO) approval. In general, students are continuously registered in the dissertation course until they complete their capstone project and it is approved. This usually takes longer than the minimum required terms in the dissertation course shell.

To complete a doctoral dissertation, students must obtain the academic approval of several independent evaluators including their committee, the University Research Reviewer, and the Institutional Review Board; pass the Form and Style Review; gain approval at the oral defense stage; and gain final approval by the chief academic officer. Students must also publish their dissertation on ProQuest before their degree is conferred. Learn more about the dissertation process in the Dissertation Guidebook.

Course Sequence

Students undertake courses in the following sequence.

Quarter	Course	Credits
Quarter 1	SOCW 8002 - Foundations of Graduate Study	3 credits
	SOCW 8110 - Advanced Social Work Theory and Practice	5 credits
Complete Residency 1 as soon as you begin your program; should be completed in Term 1 or Term 2.		
Quarter 2	RSCH 8110 - Research Theory, Design, and Methods	5 credits
	SOCW 8112 - Social Work Scholarship	5 credits
	SOCW 9001A- Building Doctoral Socialization and Competency 1	1 credits
Quarter 3	SOCW 8137 - Contemporary Issues, Social Change, and Social Policy	5 credits
	Specialization Course 1	5 credits
	SOCW 9002A- Building Doctoral Socialization and Competency 2	1 credits
Quarter 4	SOCW 8138 - Program and Practice Evaluation	5 credits

	RSCH 8210 - Quantitative Reasoning and Analysis	5 credits
	SOCW 9003A- Building Doctoral Socialization and Competency 3	1 credits
Complete Residency 2 within 18 months of your start date or linked to your registration for or completion of your first research course.		
Quarter 5	Specialization Course 2	5 credits
	RSCH 8310 - Qualitative Reasoning and Analysis	5 credits
	SOCW 9004A- Building Doctoral Socialization and Competency 4	1 credits
Complete Residency 3 by the end of your third year.		

←quarter

Course

OR

RSCH 8460 -Advanced Mixed-Methods Reasoning and Analysis
Credits
SOCW 9005A- Building Doctoral Socialization and Competency 5 1 credits

Quarter 7	SOCW 850 - Preparing for Dissertation 5 credits	
Quarter 8+	SOCW 9000 - Dissertation*	5 credits per term for a minimum of 3 terms; taken continuously until completion

* Complete residency 4 after your prospectus is approved as follows:
Students take this course for a minimum of three quarters and are continuously enrolled until

completion of their dissertation with final chief academic officer (CAO) approval. In general, students are continuously registered in the dissertation course until they complete their dissertation, and it is approved. This usually takes longer than the minimum required terms in the dissertation course shell.

Doctoral Writing Assessment

Students who start or readmit to doctoral programs at Walden University in the university catalog for academic year 2017 or later will complete the university's required doctoral writing assessment. Designed to evaluate incoming doctoral students' writing skills, this assessment aims to help prepare incoming doctoral students to meet the university's expectations for writing at the doctoral level.

8-Year Maximum Time Frame

In general, students are continuously registered in the dissertation/doctoral study course until they complete their capstone project and it is approved. This usually takes longer than the minimum required terms in the dissertation/doctoral study course shell.

Students have up to 8 years to complete their doctoral degree requirements (see Enrollment Requirements in the student handbook). Students may petition to extend the 8-year maximum time frame, but an extension is not guaranteed.

MS Dual Degree in Clinical Mental Health Counseling and School Counseling

Mental health professionals are already committed to improving the mental and emotional health of others. This program allows students to gain the confidence, qualifications, and critical thinking skills needed to help clients cope with daily life and overcome their greatest challenges. Students can also strengthen their focus on helping clients develop their strengths and find their own solutions to issues.

Accreditation

Walden University's MS in Clinical Mental Health Counseling program is accredited by the Council for Accreditation of Counseling and Related Programs (CACREP) as a mental health counseling program under the 2016 standards.



CACREP is a specialized accrediting body recognized by the Council for Higher Education Accreditation (CHEA) and a requirement for licensure in many states.

Walden University's MS in School Counseling program is accredited by the Council for Accreditation of Counseling and Related Educational Programs (CACREP) as a mental health counseling program under the 2016 standards. CACREP is a specialized accrediting body recognized by the Council for Higher Education Accreditation (CHEA) and a requirement for licensure in many states.

Notes on Licensure

MS in Clinical Mental Health Counseling

The Walden University Master of Science in Clinical Mental Health Counseling (CMHC) program is designed to prepare graduates to practice as a licensed professional counselor (LPC) or licensed mental health counselor (LMHC) in many states. However, the requirements for licensure as a LPC or LMHC varies greatly from state to state. Each state board that is responsible for regulating the practice of professional or mental health counseling has its own academic requirements and issues its own license to practice as a LPC or LMHC in that state.

Walden CMHC graduates may apply for licensure as a professional counselor, such as the LPC or LMHC, in most states. However, each state issues its own credential for an individual to be permitted to practice as a licensed professional or mental health counselor in that state. While Walden enrollment specialists can provide general information relating to the state-by-state educational requirements for mental health or professional counseling licensure or certification, it remains the student's responsibility to understand, evaluate, and comply with all requirements relating to field education experiences, licensing or certification, authorization, or endorsement for the state in which she or he resides. Walden makes no representations or guarantee that completion of its coursework or programs will permit an individual to obtain state licensure, certification, authorization, endorsement, or other state credential. Licensure eligibility determinations are ultimately determined by the appropriate state board that issues the credential to practice.

Prospective students enrolling in licensure-leading programs are advised that relocation to another state may impact the student's ability to complete field experiences and/or to obtain professional licensure, certification, or other credential in another state. Prospective students are advised to carefully review, evaluate, and understand the requirements of the applicable licensure board in the state in which they intend to relocate.

MS in School Counseling

The Walden University Master of Science (MS) in School Counseling program is designed to prepare graduates to practice as a licensed school counselor in many states. However, the requirements for licensure as a school counselor vary greatly from state to state. Each state board that is responsible for regulating the practice of school counseling has its own academic requirements and issues its own license to practice as a school counselor in that state.

The Walden MS in School Counseling program is accredited by the Council on Accreditation of Counseling and Related Educational Programs (CACREP), a specialized accrediting body recognized by the Council for Higher Education Accreditation (CHEA), which may also be a requirement to become a licensed or certified school counselor in some states.

Walden MS in School Counseling graduates may apply for licensure as a school counselor in most states, as the MS in School Counseling program is approved in both Minnesota and Ohio. Graduates in some states will be eligible for licensure based on completion of a state-approved program, where they can apply directly to their state educator board ("direct apply"). Other states have a separate application and process for someone completing an out-of-state approved preparation program

("license-in-hand pathway"), where in order for a graduate to be eligible for licensure or certification, he or she must first obtain a license in an approved state (Minnesota or Ohio) prior to applying for licensure in his or her state of residence.

Prospective students must research their state licensure requirements to determine (1) if they are required to complete a state-approved licensure program to be eligible to apply directly to their state board, (2) if they need to obtain a license from the state where the program has been approved (Minnesota or Ohio) prior to applying in the state they reside, and (3) any additional requirements the student will need to complete prior to their state granting the license. Students residing in Minnesota and Ohio are eligible to apply directly to their state board, as Walden's MS in School Counseling is approved by both state boards. Additionally, some states require school counselors to hold an existing teaching license or certificate, and/or obtain teaching experience, in order to be eligible for a school counseling certificate or license.

Each state issues its own credential for an individual to be permitted to practice as a licensed school counselor in that state. While Walden enrollment specialists can provide general information relating to the state-by-state educational requirements for school counseling licensure or certification, it remains the student's responsibility to understand, evaluate, and comply with all requirements relating to field education experiences, licensing or certification, authorization, or endorsement for the state in which she or he resides. Walden makes no representations or guarantee that completion of its coursework

or programs will permit an individual to obtain state licensure, certification, authorization, endorsement, or other state credential. Licensure eligibility determinations are ultimately determined by the appropriate state board that issues the credential to practice.

Prospective students enrolling in licensure-leading programs are advised that relocation to another state may impact the student's ability to complete field experiences and/or to obtain professional licensure, certification, or other credential in another state. Prospective students are advised to carefully review, evaluate, and understand the requirements of the applicable licensure board in the state in which they intend to relocate.

Learning Outcomes

The following Learning Outcomes are common to all MS in counseling programs. The competent and confident counseling professional will:

1. Synthesize counseling knowledge into evidence-based plans for promoting wellness. (Knowledge)
2. Construct professional relationships with diverse populations to promote social change. (Skills)
3. Develop professional counselor behaviors in various settings to foster growth and wellness. (Dispositions)
4. Develop a professional counselor identity relevant to specific practice areas. (Knowledge)
5. Evaluate unique client needs within practice areas. (Skills)
6. Evaluate community needs in relation to professional settings and populations. (Skills)

Degree Requirements

- 111 total quarter credits for General Program (121 credits with optional 10-credit specialization)
- Foundation course (1 credits)
- Core courses (95 credits)
- Field experience (15-21 credits; Practicum: 100 hours CMHC; Internship: 600 hours CMHC and 600 hours School Counseling)

- Optional specialization courses (10 credits)
- Professional Development Plan, licensure plan
- 2 Pre-Practicum Labs (6 weeks online with 4 days of face-to-face or virtual synchronous sessions)
- Group Lab (9 weeks online with 14 hours of live synchronous group)

Curriculum

Foundation Course (1 credits)

COUN 6101 - Foundations of MS Counseling in Graduate Studies* (1 credits)

- Students may take this as a non-degree course.

Core Courses (95 credits)

COUN 6100 - Introduction to Clinical Mental Health Counseling* (5 credits)

- Students may take this as a non-degree course.

COUN 6111 - Introduction to School Counseling* (5 credits)

- Students may take this as a non-degree course.

COUN 6215 - Lifespan Development* (5 credits)

- Students may take this as a non-degree course.

COUN 6250 - Group Process and Dynamics* (5 credits)

- Students may take this as a non-degree course.

COUN 6306 - Ethics and Legal Issues in Counseling* (5 credits)

- Students may take this as a non-degree course.

COUN 6311 - Leadership, Advocacy, and Consultation in the Schools* (5 credits)

- Students may take this as a non-degree course.

COUN 6316 -Techniques in Counseling* (5 credits)

- Students may take this as a non-degree course.

COUN 6317 - Child and Adolescent Counseling* (5 credits)

- Students may take this as a non-degree course.

COUN 6336 - Crisis, Trauma, and Disaster Response* (5 credits)

- Students may take this as a non-degree course.

COUN 6360 -Assessment in Counseling and Education* (5 credits)

- Students may take this as a non-degree course.

COUN 6626 - Research Methodology and Program Evaluation* (5 credits)

- Students may take this as a non-degree course.

COUN 6720 - Diagnosis and Assessment* (5 credits)

- Students may take this as a non-degree course.

COUN 6722 - Theories of Counseling* (5 credits)

- Students may take this as a non-degree course.

COUN 6723 - Multicultural Counseling* (5 credits)

- Students may take this as a non-degree course.

COUN 6726 - Couples and Family Counseling* (5 credits)

- Students may take this as a non-degree course.

COUN 6730 - Counseling Addictive Disorders* (5 credits)

- Students may take this as a non-degree course.

COUN 6743 - Psychopharmacology* (5 credits)

- Students may take this as a non-degree course.

COUN 6753 - Career Counseling* (5 credits)

- Students may take this as a non-degree course.

COUN 6785 - Social Change in Action: Prevention, Consultation, and Advocacy* (5 credits)

- Students may take this as a non-degree course.

Specialization Courses (10 credits)

These courses are dependent upon the particular specialization. Please see the course list on each specialization page.

+ Specialization in Addiction Counseling

Addiction is a battle that cannot be fought alone. This specialization can prepare graduates to address the unique emotional challenges of individuals and families as they find their way to hope and healing. In addition to the various types of addictive behaviors, students study contemporary treatment and intervention models used to promote recovery.

This specialization can prepare graduates to provide addiction counseling services to various clients in schools, businesses, community agencies, and other settings.

Specialization Courses (10 credits)

COUN 6202 - Theories, Treatment, and Case Management of Addiction* (5 credits)

- Students may take this as a non-degree course.

COUN 6204 - Assessment in Counseling and Addiction* (5 credits)

- Students may take this as a non-degree course.

+ Specialization in Forensic Counseling

Increasingly the legal and criminal justice systems are seeking the expert advice and skills of forensic counselors to determine the proper resolution of cases and the most effective treatment for offenders. Through this specialization, students can build their knowledge of mental health law, with a specific focus on juvenile justice and delinquency. Students can enhance their competency in conflict management and negotiation and learn how those skills can be applied to resolve conflicts in the criminal justice system.

Specialization Courses (10 credits)

COUN 6511 - Treatment of Forensic Populations* (5 credits)

- Students may take this as a non-degree course.

AND

COUN 6512 - Juvenile Justice, Delinquency, and Development* (5 credits)

- Students may take this as a non-degree course.

OR

COUN 6742 - Conflict, Conflict Resolution, and Peace* (5 credits)

- Students may take this as a non-degree course.

OR

COUN 6910 - Legal Issues and Social Change in Forensic Psychology* (5 credits)

- Students may take this as a non-degree course.

+ Specialization in Marriage, Couple, and Family Counseling

Counselors empower people to resolve marriage and family conflicts related to divorce, mediation, child rearing, school issues, family violence, and other matters. Students in this specialization explore the roles and functions of marriage, couple, and family counselors in various settings.

Students have the opportunity to build the cross-cultural competencies and skills required to understand family structures, life-cycle dynamics, intergenerational influences, and healthy family functioning.

Specialization Courses (10 credits)

COUN 6361 - Human Sexuality* (5 credits)

- Students may take this as a non-degree course.

COUN 6356 - Advanced Theory and Application in Marriage, Couples, and Family Counseling* (5 credits)

- Students may take this as a non-degree course.

+ Specialization in Military Families and Culture

In this specialization, students can acquire the advanced skills needed to help families cope with the complex emotional challenges of military life. Students explore the nuances of military culture as well as common hardships associated with the military lifestyle—from prolonged separation and combat-related injuries to post-traumatic stress disorder (PTSD). Students are also introduced to considerations and best practices for counseling active military personnel, veterans, and their spouses and children.

Specialization Courses (10 credits)

COUN 6402 - Working With Military Spouses, Families, and Children* (5 credits)

- Students may take this as a non-degree course.

COUN 6404 - Military Culture* (5 credits)

- Students may take this as a non-degree course.

+ Specialization in Trauma and Crisis Counseling

When recovering from trauma or disasters, individuals and communities need the help of professionals trained in trauma and crisis counseling. Through this specialization, students can gain the counseling skills and theoretical foundation to help individuals heal from trauma and assist communities in managing crisis. Students can master the theory, intervention strategies, and treatment models needed to counsel and support individuals and families in crisis. During this course, students can develop the expertise to train and support first responders managing intense career demands.

Specialization Courses (10 credits)

COUN 6145 - Crisis Management* (5 credits)

- Students may take this as a non-degree course.

COUN 6333 - Vicarious Trauma and Compassion Fatigue* (5 credits)

- Students may take this as a non-degree course.

Pre-Practicum Labs

Each pre-practicum includes online course content integrated with a 4-day, face-to-face residential requirement.

- 3 weeks online
- 4 days face-to-face (see the Pre-Practicum Calendar)
- 2 weeks online

DDLB 611L- Clinical Mental Health PrePracticum 1 (0 credits) DDLB 621L - Clinical Mental Health PrePracticum 2 (0 credits)

Field Experience (15-21 credits)

COUN 6771 - Counseling Practicum (3-5 credits)

COUN 6700D - School Counseling Internship I (3 credits) COUN 6701D - School Counseling Internship II (3 credits)

COUN 6782D - Counseling Internship I (3-5 credits) COUN 6782E - Counseling Internship II (3-5 credits)

Course Sequence

Students undertake courses in the following sequence.

Quart	Course	Credits
Quarter 1	COUN 6101 - Foundations of MS Counseling in Graduate Studies	1 credits
	COUN 6100 - Introduction to Clinical Mental Health Counseling	5 credits
Quarter 2	COUN 6111 - Introduction to School Counseling	5 credits
	COUN 6722 - Theories of Counseling	5 credits
Quarter 3	COUN 6316 - Techniques in Counseling	5 credits
	COUN 6306 - Ethics and Legal Issues in Counseling	5 credits
Quarter 4	COUN 6723 - Multicultural Counseling	5 credits
	COUN 6311 - Leadership, Advocacy, and Consultation in the Schools	5 credits
Eligible to take Pre-Practicum 1 - CPLB 601L (Must be completed before COUN 6250)		
Quarter 5	COUN 6360 -Assessment in Counseling and Education	5 credits
	DDLB 611L- Clinical Mental Health PrePracticum 1	0 credits
Quarter 6	COUN 6215 - Lifespan Development	5 credits
	COUN 6720 - Diagnosis and Assessment	5 credits
Must complete Pre-Practicum 1 before moving forward		
Quart	COUN 6250 - Group Process and Dynamics	5 credits
	GRPL 6100 - Counseling Group Lab	0 credits
Quarter 8	DDLB 621L - Clinical Mental Health PrePracticum 2	0 credits
	COUN 6626 - Research Methodology and Program Evaluation	5 credits

Quarter	Course	Credits
Quarter 9	COUN 6726 - Couples and Family Counseling	5 credits
	COUN 6317 - Child and Adolescent Counseling	5 credits
Quarter 10	COUN 6753 - Career Counseling	5 credits
	COUN 6785 - Social Change in Action: Prevention, Consultation, and Advocacy	5 credits
Quarter 11	COUN 6730 - Counseling Addictive Disorders	5 credits
	Must complete Pre-Practicum 2 before moving forward	
	COUN 6743 - Psychopharmacology	5 credits
Quarter 12	COUN 6336 - Crisis, Trauma, and Disaster Response	5 credits
	COUN 6771 - Counseling Practicum	3-5 credits
Quarter 13	COUN 6782D - Counseling Internship I	3-5 credits
Quarter 14	COUN 6782E - Counseling Internship II	3-5 credits
Quarter 15	COUN 6700D - School Counseling Internship I	3 credits
Quarter 16	COUN 6701D - School Counseling Internship II	3 credits
Optional specialization courses may be taken in quarters along with internships (Quarters 13, 14, 15 and 16). ¹⁰		
Credits		

MS in Clinical Mental Health Counseling

The MS in Clinical Mental Health Counseling program prepares students to identify and address the need for culturally and contextually relevant counseling and social change for individuals, communities, and society.

Accreditation

Walden University's MS in Clinical Mental Health Counseling program is accredited by the Council for Accreditation of Counseling and Related Programs (CACREP) as a mental health counseling program under the 2016 standards. CACREP is an accrediting body recognized by the Council for Higher Education Accreditation (CHEA) and a requirement for licensure in many states.



The Walden University Master of Science in Clinical Mental Health Counseling (CMHC) program is designed to prepare graduates to practice as a licensed professional counselor (LPC) or licensed mental health counselor (LMHC) in many states. However, the requirements for licensure as a LPC or LMHC vary greatly from state to state. Each state board that is responsible for regulating the practice of professional or mental health counseling has its own academic requirements and issues its own license to practice as a LPC or LMHC in that state.

Walden CMHC graduates may apply for licensure as a professional counselor, such as the LPC or LMHC, in most states. However, each state issues its own credential for an individual to be permitted to practice as a licensed professional or mental health counselor in that state. While Walden enrollment specialists can provide general information relating to the state-by-state educational requirements for mental health or professional counseling licensure or certification, it remains the student's responsibility to understand, evaluate, and comply with all requirements relating to field education experiences,

licensing or certification, authorization, or endorsement for the state in which she or he resides. Walden makes no representations or guarantee that completion of its coursework or programs will permit an individual to obtain state licensure, certification, authorization, endorsement, or other state credential. Licensure eligibility determinations are ultimately determined by the appropriate state board that issues the credential to practice.

Prospective students enrolling in licensure-leading programs are advised that relocation to another state may impact the student's ability to complete field experiences and/or to obtain professional licensure, certification, or other credential in another state. Prospective students are advised to carefully review, evaluate, and understand the requirements of the applicable licensure board in the state in which they intend to relocate.

Learning Outcomes

The following Learning Outcomes are common to all MS in counseling programs. The competent and confident counseling professional will:

1. Synthesize counseling knowledge into evidence-based treatment plans for promoting wellness. (Knowledge)
2. Construct therapeutic relationships with diverse populations to promote social change. (Skills)
3. Develop professional counselor behaviors in clinical settings to foster growth and wellness. (Dispositions)
4. Develop a professional counselor identity relevant to clinical mental health counseling. (Knowledge)
5. Evaluate unique client needs within clinical mental health settings. (Skills)
6. Evaluate community needs in relation to clinical mental health settings and populations. (Skills)

Degree Requirements

- 90 total quarter credits for General Program
- Foundation course (1 credits)
- Core courses (80 credits)
- Field experience: (9 credits: 100-hour practicum; 600-hour internship)
- Optional specialization courses (10 credits)
- Optional State Education Specialization (only for students with specific state requirements)
- Professional Development Plan, licensure plan
- 2 Pre-Practicum Labs (6 weeks online with 4 days of face-to-face or virtual synchronous sessions)
- Group Lab (9 weeks online with 14 hours of live synchronous group)

Core Curriculum (General Program)

The MS in Clinical Mental Health Counseling consists of core coursework; two 4-day pre-practica, which include a 4-day face-to-face or virtual synchronous experience; a practicum; an internship; and the completion of a capstone. Core courses must be taken in the order presented. Additional courses may be taken at the end of the program of study to provide breadth and depth of learning.

Foundation Course (1 credits)

COUN 6101 - Foundations of MS Counseling in Graduate Studies* (1 credits)

- Students may take this as a non-degree course.

Core Courses (80 credits)

COUN 6100 - Introduction to Clinical Mental Health Counseling* (5 credits)

- Students may take this as a non-degree course.

COUN 6316 - Techniques in Counseling* (5 credits)

- Students may take this as a non-degree course.

COUN 6722 - Theories of Counseling* (5 credits)

- Students may take this as a non-degree course.

COUN 6306 - Ethics and Legal Issues in Counseling* (5 credits)

- Students may take this as a non-degree course.

COUN 6723 - Multicultural Counseling* (5 credits)

- Students may take this as a non-degree course.

COUN 6360 - Assessment in Counseling and Education* (5 credits)

- Students may take this as a non-degree course.

COUN 6215 - Lifespan Development* (5 credits)

- Students may take this as a non-degree course.

COUN 6720 - Diagnosis and Assessment* (5 credits)

- Students may take this as a non-degree course.

COUN 6250 - Group Process and Dynamics* (5 credits)

- Students may take this as a non-degree course.

COUN 6626 - Research Methodology and Program Evaluation* (5 credits)

- Students may take this as a non-degree course.

COUN 6726 - Couples and Family Counseling* (5 credits)

- Students may take this as a non-degree course.

COUN 6753 - Career Counseling* (5 credits)

- Students may take this as a non-degree course.

COUN 6785 - Social Change in Action: Prevention, Consultation, and Advocacy* (5 credits)

- Students may take this as a non-degree course.

COUN 6730 - Counseling Addictive Disorders* (5 credits)

- Students may take this as a non-degree course.

COUN 6743 - Psychopharmacology* (5 credits)

- Students may take this as a non-degree course.

COUN 6336 - Crisis, Trauma, and Disaster Response* (5 credits)

- Students may take this as a non-degree course.

Specializations (Optional)

+ Specialization in Addiction Counseling

In this specialization, students can gain skills to address the unique emotional challenges facing individuals and families affected by addictive behaviors such as compulsive hoarding, substance abuse, or gambling. In addition to examining the various types of addiction, students explore contemporary treatment and intervention models used to promote recovery. This specialization can prepare students to provide addiction counseling services to various clients in schools, businesses, community agencies, and other settings.

Specialization Courses (10 credits)

COUN 6202 - Theories, Treatment, and Case Management of Addiction* (5 credits)

- Students may take this as a non-degree course.

COUN 6204 -Assessment in Counseling and Addiction* (5 credits)

- Students may take this as a non-degree course.

+ Specialization in Forensic Counseling

This specialization prepares graduates to apply their skills in and knowledge of counseling to various forensic populations in need of mental health services. Examples of the various forensic settings would be family courts, drug courts, prisons, juvenile courts, group homes, and agencies offering dispute resolution services. This specialization would be most applicable to the student interested in the delivery of traditional mental health services to populations served by the legal system.

Specialization Courses (10 credits)

COUN 6511 - Treatment of Forensic Populations* (5 credits)

- Students may take this as a non-degree course.

Choose one:

COUN 6512 - Juvenile Justice, Delinquency, and Development* (5 credits)

- Students may take this as a non-degree course.

COUN 6742 - Conflict, Conflict Resolution, and Peace* (5 credits)

- Students may take this as a non-degree course.

COUN 6910 - Legal Issues and Social Change in Forensic Psychology* (5 credits)

- Students may take this as a non-degree course.

+ Specialization in Marriage, Couple, and Family Counseling

Counselors empower people to resolve marriage and family conflicts related to divorce, mediation, child rearing, school issues, family violence, and other matters. Students in this specialization explore the roles and functions of marriage, couple, and family counselors in various settings.

Students have the opportunity to build the cross-cultural competencies and skills required to understand family structures, life-cycle dynamics, intergenerational influences, and healthy family functioning.

Specialization Courses (10 credits)

COUN 6346 - Child and Adolescent Counseling* (5 credits)

- Students may take this as a non-degree course.

OR

COUN 6361 - Human Sexuality* (5 credits)

- Students may take this as a non-degree course.

AND

COUN 6356 - Advanced Theory and Application in Marriage, Couples, and Family Counseling* (5 credits)

- Students may take this as a non-degree course.

+ Specialization in Military Families and Culture

In this specialization, students can acquire the advanced skills needed to help families cope with the complex emotional challenges of military life. Students explore the nuances of military culture as well as common hardships

associated with the military lifestyle—from prolonged separation and combat-related injuries to post-traumatic stress disorder (PTSD). Students are also introduced to considerations and best practices for counseling active military personnel, veterans, and their spouses and children.

Specialization Courses (10 credits)

COUN 6402 - Working With Military Spouses, Families, and Children* (5 credits)

- Students may take this as a non-degree course.

COUN 6404 - Military Culture* (5 credits)

- Students may take this as a non-degree course.

+ Specialization in State Education (only for students with specific state requirements)

The State Education specialization will support students by meeting state licensure educational requirements that are in addition to the current programs of study for the respective programs and expanding the field experience supervision/coursework to meet state educational requirements and students' need. The specialization will allow a maximum of 25 credits to fulfill the requirement.

+ Specialization in Trauma and Crisis Counseling

If traumas or crises are not resolved in healthy ways, the experiences can lead to lasting psychological, social, and medical problems for couples, families, and children. Through this specialization, students learn the skills and practices specific to crisis counseling, including theories of crisis intervention and models for working with children and adolescents. Students develop the skills needed to help couples and families address health-related, school, and mental health crises, including interventions with suicidal clients and victims of abuse.

Specialization Courses (10 credits)

COUN 6145 - Crisis Management* (5 credits)

- Students may take this as a non-degree course.

COUN 6333 - Vicarious Trauma and Compassion Fatigue* (5 credits)

- Students may take this as a non-degree course.

Pre-Practicum Labs

Each pre-practicum includes online course content integrated with a 4-day, face-to-face or virtual synchronous residential requirement.

- 3 weeks online
- 4 days face-to-face or virtual synchronous sessions (see the Pre-Practicum Calendar)
- 2 weeks online

CPLB 601L - Pre-Practicum 1 (0 credits) CPLB 602L - Pre-Practicum 2 (0 credits)

Field Experience (9 credits)

COUN 6671 - Counseling Practicum (3-5 credits) COUN 6682A- Counseling Internship I (3-5 credits) COUN 6682B - Counseling Internship II (3-5 credits)

Course Sequence

Students undertake courses in the following sequence.

Quarter	Course	Credits
Quarter 1	COUN 6101 - Foundations of MS Counseling in Graduate Studies	1 credits
	COUN 6100 - Introduction to Clinical Mental Health Counseling	5 credits
Quarter 2	COUN 6722 - Theories of Counseling	5 credits
	COUN 6316 - Techniques in Counseling	5 credits
Eligible to take Pre-Practicum 1 - CPLB 601L (must be completed before COUN 6720)		
Quarter 3	COUN 6306 - Ethics and Legal Issues in Counseling	5 credits
	COUN 6723 - Multicultural Counseling	5 credits
Quarter 4	COUN 6360 - Assessment in Counseling and Education	5 credits
	COUN 6215 - Lifespan Development	5 credits
Must complete Pre-Practicum 1 before moving forward		
Quarter 5	COUN 6720 - Diagnosis and Assessment	5 credits
	COUN 6250 - Group Process and Dynamics	5 credits
	GRPL 6100 - Counseling Group Lab	0 credits
Eligible to take Pre-Practicum 2 - CPLB 602L (must be completed before COUN 6730)		
Quarter 6	COUN 6626 - Research Methodology and Program Evaluation	5 credits
	COUN 6726 - Couples and Family Counseling	5 credits
Quarter 7	COUN 6753 - Career Counseling	5 credits
	COUN 6785 - Social Change in Action: Prevention, Consultation, and Advocacy	5 credits
Must complete Pre-Practicum 2 before moving forward		
Quarter 8	COUN 6730 - Counseling Addictive Disorders	5 credits
	COUN 6743 - Psychopharmacology	5 credits
Quarter 9	COUN 6336 - Crisis, Trauma, and Disaster Response	5 credits
	COUN 6671 - Counseling Practicum	3-5 credits
Quarter 10	COUN 6682A- Counseling Internship I	3-5 credits
Quarter 11	COUN 6682B - Counseling Internship II	3-5 credits
Optional specialization courses may be taken in Quarters 10 and 11 10 credits		

MS in Marriage, Couple, and Family Counseling

This program is not currently accepting new students. Current students must complete their programs of study in accordance with Walden's Time-to-Degree Completion policies.

The MS in Marriage, Couple, and Family Counseling program at Walden University is designed to provide students with all the educational competencies and skill development as entry-level professional counselors who specialize in preventing and remediating conflicts or crises in and fostering the development of individuals, marriages, couples, and families and to

provide students with the advantage of quality distance education and training. With an emphasis on systems theory and evidence-based practice, the program trains individuals to work in a culturally and contextually appropriate way in a variety of settings, including community agencies, county and state agencies, hospitals, and private practice, and to provide consultation to businesses and agencies.

Accreditation



Note on Licensure

Walden University's MS in Marriage, Couple, and Family Counseling program is accredited by the Council for Accreditation of Counseling and Related Educational Programs (CACREP), a specialized accrediting body recognized by the Council for Higher Education Accreditation (CHEA).

CACREP accreditation is a requirement for licensure in many states.

The Walden University Master of Science in Marriage, Couple, and Family Counseling (MCFC) program is designed to prepare graduates to practice as a licensed professional counselor (LPC) or licensed mental health counselor (LMHC) in many states. However, each state board responsible for the regulation of mental health counseling has its own requirements for licensure including appropriate accreditation of academic programs.

Walden MCFC graduates may apply for licensure as a professional counselor, such as the LPC or LMHC, in many states. However, each state issues its own credential for an individual to be permitted to practice as a licensed professional counselor or mental health counselor in that state. While Walden enrollment specialists can provide general information relating to the state-by-state educational requirements for mental health or professional counseling licensure or certification, it remains the student's responsibility to understand, evaluate, and comply with all requirements relating to field education experiences, licensing or certification, authorization, or endorsement for the state in which she or he resides. Walden makes no representations or guarantee that completion of its coursework or programs will permit an individual to obtain state licensure, certification, authorization, endorsement, or other state credential. Licensure eligibility determinations are ultimately determined by the appropriate state board that issues the credential to practice.

Prospective students enrolling in licensure-leading programs are advised that relocation to another state may impact the student's ability to complete field experiences and/or to obtain professional licensure, certification, or other credential in another state. Prospective students are advised to carefully review, evaluate, and understand the requirements of the applicable licensure board in the state in which they intend to relocate.

Learning Outcomes

The following Learning Outcomes are common to all MS in counseling programs. The competent and confident counseling professional will:

1. Analyze the different roles and settings of a counselor.
2. Apply sound ethical and legal practices in the work of a counselor.
3. Analyze cultural development theories and models.
4. Examine empirically based theories of human development.
5. Evaluate approaches of career development appropriate to diverse needs and life experiences.
6. Examine appropriate evidence-based counseling practices for prevention and intervention.
7. Apply essential counseling skills across multiple settings.
8. Select group facilitation strategies that are culturally and ethically relevant.
9. Analyze assessment procedures to support planning for appropriate counseling interventions.
10. Evaluate research methods commonly used in the counseling profession.

Graduates of the MS in Marriage, Couple, and Family Counseling program will also be able to:

1. Evaluate therapeutic models appropriate to marriage, couple, and family counseling.

2. Develop systems-based treatment strategies for addressing the needs of couples and families.
3. Evaluate the impact of complex life-based factors (e.g., crisis and trauma, addiction, interpersonal violence, employment) on marriages, couples, and families.
4. Identify prevention-based strategies that foster family wellness.

Degree Requirements

- 90 total credits for General Program
- Foundation Course (1 credits)
- Core courses (80 credits)
- Field experience (9 credits: 100-hour practicum; 600-hour internship)
- Optional specialization courses (10 credits)
- Optional State Education Specialization (only for students with specific state requirements)
- Professional Development Plan, licensure plan
- 2 Pre-Practicum Labs (6 weeks online with 4 days face-to-face or virtual synchronous sessions)

Curriculum

The MS in Marriage, Couple, and Family Counseling consists of core coursework; two pre-practica, which include a 4-day face-to-face or virtual synchronous experience; a practicum; and an internship. Core courses must be taken in the order presented. Additional courses may be taken at the end of the program of study to provide breadth and depth of learning.

Foundation Course (1 credits)

COUN 6101 - Foundations of MS Counseling in Graduate Studies* (1 credits)

- Students may take this as a non-degree course.

Core Courses (80 credits)

COUN 6201 - Introduction to Marriage, Couple, and Family Counseling (5 credits) COUN 6722 - Theories of Counseling* (5 credits)

- Students may take this as a non-degree course.

COUN 6316 - Techniques in Counseling* (5 credits)

- Students may take this as a non-degree course.

COUN 6306 - Ethics and Legal Issues in Counseling* (5 credits)

- Students may take this as a non-degree course.

COUN 6356 -Advanced Theory and Application in Marriage, Couples, and Family Counseling* (5 credits)

- Students may take this as a non-degree course.

COUN 6215 - Lifespan Development* (5 credits)

- Students may take this as a non-degree course.

COUN 6723 - Multicultural Counseling* (5 credits)

- Students may take this as a non-degree course.

COUN 6336 - Crisis, Trauma, and Disaster Response* (5 credits)

- Students may take this as a non-degree course.

COUN 6250 - Group Process and Dynamics* (5 credits)

- Students may take this as a non-degree course.

COUN 6346 - Child and Adolescent Counseling* (5 credits)

- Students may take this as a non-degree course.

COUN 6626 - Research Methodology and Program Evaluation* (5 credits)

- Students may take this as a non-degree course.

COUN 6753 - Career Counseling* (5 credits)

- Students may take this as a non-degree course.

COUN 6730 - Counseling Addictive Disorders* (5 credits)

- Students may take this as a non-degree course.

COUN 6360 -Assessment in Counseling and Education* (5 credits)

- Students may take this as a non-degree course.

COUN 6361 - Human Sexuality* (5 credits)

- Students may take this as a non-degree course.

COUN 6785 - Social Change in Action: Prevention, Consultation, and Advocacy* (5 credits)

- Students may take this as a non-degree course.

Specialization Courses (10 credits)

These courses are dependent upon the particular specialization. Please see the course list on each specialization page.

+ Specialization in Addiction Counseling (not currently accepting new student)

This program is not currently accepting new students. Current students must complete their programs of study in accordance with Walden's Time-to-Degree Completion policies.

In this specialization, students explore the various types of addiction, the multifaceted impact of addictive behavior, and the variety of treatment and intervention models currently employed to address addiction. The focus of the coursework is on preparing students to provide addiction-related counseling to both individuals and families in a number of settings, including schools, businesses, and community agencies.

Specialization Courses (10 credits)

COUN 6202 - Theories, Treatment, and Case Management of Addiction* (5 credits)

- Students may take this as a non-degree course.

COUN 6204 -Assessment in Counseling and Addiction* (5 credits)

- Students may take this as a non-degree course.

+ Specialization in Forensic Counseling (not currently accepting new student)

This program is not currently accepting new students. Current students must complete their programs of study in accordance with Walden's Time-to-Degree Completion policies.

The expert advice and skills of forensic counselors are in constant demand within the legal system. Through this specialization, students can build their knowledge of mental health law and enhance their competencies in conflict management and negotiation. Students will also learn how those skills can be applied to resolve marriage and family conflicts in the criminal justice system, from parental mediation services and divorce adjustment counseling for families to court-ordered parenting skills training and anger management sessions.

Specialization Courses (10 credits)

COUN 6511 - Treatment of Forensic Populations* (5 credits)

- Students may take this as a non-degree course.

COUN 6912 - Mental Health Law* (5 credits)

- Students may take this as a non-degree course.

+ Specialization in Military Families and Culture (not currently accepting new student)

This program is not currently accepting new students. Current students must complete their programs of study in accordance with Walden's Time-to-Degree Completion policies.

This specialization can prepare students to provide essential emotional support to military personnel and their families. Students examine the intricacies of military culture and develop skills essential to helping military personnel and their spouses and children cope with a variety of challenges, including long-term deployments, frequent relocation, and post-traumatic stress disorder (PTSD). Students also study modern approaches for working with active and former military personnel and their families in a counseling context.

Specialization Courses (10 credits)

COUN 6402 - Working With Military Spouses, Families, and Children* (5 credits)

- Students may take this as a non-degree course.

COUN 6404F - Military Culture* (5 credits)

- Students may take this as a non-degree course.

+ Specialization in State Education (only for students with specific state requirements)

(not currently accepting new student)

This program is not currently accepting new students. Current students must complete their programs of study in accordance with Walden's Time-to-Degree Completion policies.

The State Education specialization will support students by meeting state licensure educational requirements that are in addition to the current programs of study for the respective programs and expanding the field experience supervision/coursework to meet state educational requirements and students' need. The specialization will allow a maximum of 25 credits to fulfill the requirement.

+ Specialization in Trauma and Crisis Counseling (not currently accepting new student)

This program is not currently accepting new students. Current students must complete their programs of study in accordance with Walden's Time-to-Degree Completion policies.

If traumas or crises are not resolved in healthy ways, the experiences can lead to lasting psychological, social, and medical problems for couples, families, and children. Through this specialization, students will gain the knowledge, skills, and practices specific to crisis counseling, including theories of crisis intervention and models for working with children and adolescents.

Students will also learn to help couples and families address health-related, school, and mental health crises, including intervention with suicidal clients and victims of abuse.

Specialization Courses (10 credits)

Courses must be taken in the following order:

COUN 6333 - Vicarious Trauma and Compassion Fatigue* (5 credits)

- Students may take this as a non-degree course.

COUN 6145 - Crisis Management* (5 credits)

- Students may take this as a non-degree course.

Field Experience (9 credits)

COUN 6671 - Counseling Practicum (3-5 credits) COUN 6682A- Counseling Internship I (3-5 credits) COUN 6682B - Counseling Internship II (3-5 credits)

Pre-Practicum Labs

Each pre-practicum includes online course content integrated with a 4-day, face-to-face or virtual synchronous residential requirement.

- 3 weeks online
- 4 days face-to-face or virtual synchronous sessions (see the Pre-Practicum Calendar)
- 2 weeks online

FPLB 631L - Pre-Practicum 1 (0 credits) FPLB 632L - Pre-Practicum 2 (0 credits)

Course Sequence

Students undertake courses in the following sequence.

Quarter	Course	Credits
Quarter 1	COUN 6101 - Foundations of MS Counseling in Graduate Studies	1 credits
	COUN 6201 - Introduction to Marriage, Couple, and Family Counseling	5 credits
Quarter 2	COUN 6722 - Theories of Counseling	5 credits
	COUN 6316 - Techniques in Counseling	5 credits
Eligible to take Pre-Practicum 1 - FPLB 631L (must be completed before COUN 6336)		
Quarter 3	COUN 6306 - Ethics and Legal Issues in Counseling	5 credits
	COUN 6356 -Advanced Theory and Application in Marriage, Couples, and Family Counseling	5 credits
Quarter 4	COUN 6215 - Lifespan Development	5 credits
	COUN 6723 - Multicultural Counseling	5 credits
Must complete Pre-Practicum 1 before moving forward		
Quarter 5	COUN 6336 - Crisis, Trauma, and Disaster Response	5 credits
	COUN 6250 - Group Process and Dynamics	5 credits
Eligible to take Pre-Practicum 2 - FPLB 632L (must be completed before COUN 6785)		
Quarter 6	COUN 6346 - Child and Adolescent Counseling	5 credits
	COUN 6626 - Research Methodology and Program Evaluation	5 credits
Quarter 7	COUN 6753 - Career Counseling	5 credits
	COUN 6730 - Counseling Addictive Disorders	5 credits
Quarter 8	COUN 6360 -Assessment in Counseling and Education	5 credits
	COUN 6361 - Human Sexuality	5 credits
Must complete Pre-Practicum 2 before moving forward		

Quarter 9	COUN 6785 - Social Change in Action: Prevention, Consultation, and Advocacy	5 credits
	COUN 6671 - Counseling Practicum	3-5 credits
Quarter 10	COUN 6682A- Counseling Internship I	3-5 credits
	Specialization Course 1	5 credits
Quarter 11	COUN 6682B - Counseling Internship II	3-5 credits
	Specialization Course 2	5 credits

MS in School Counseling

The MS in School Counseling degree is designed to prepare students to serve as certified or licensed school counselors in pre-kindergarten through high school (PreK-12) school settings. The MS in School Counseling program will include curricular experiences, residency experiences, and fieldwork experiences all designed to best prepare students to serve as professional school counselors in the field. Walden graduates will be prepared to support PreK-12 students in diverse school settings to be emotionally, socially, and academically successful.

Accreditation

Walden University's MS in School Counseling program is accredited by the Council for Accreditation of Counseling and Related Educational Programs (CACREP) as a mental health counseling program under the 2016 standards. CACREP is a specialized accrediting body recognized by the Council for Higher Education Accreditation (CHEA) and a requirement for licensure in many states.



The Walden University Master of Science (MS) in School Counseling program is designed to prepare graduates to practice as a licensed school counselor in many states. However, the requirements for licensure as a school counselor vary greatly from state to state. Each state board that is responsible for regulating the practice of school counseling has its own academic requirements and issues its own license to practice as a school counselor in that state.

The Walden MS in School Counseling program is accredited by the Council on Accreditation of Counseling and Related Educational Programs (CACREP), a specialized accrediting body recognized by the Council for Higher Education Accreditation (CHEA), which may also be a requirement to become a licensed or certified school counselor in some states.

Walden MS in School Counseling graduates may apply for licensure as a school counselor in most states, as the MS in School Counseling program is approved in both Minnesota and Ohio. Graduates in some states will be eligible for licensure based on completion of a state-approved program, where they can apply directly to their state educator board ("direct apply"). Other states have a separate application and process for someone completing an out-of-state approved preparation program ("license-in-hand pathway"), where in order for a graduate to be eligible for licensure or certification, he or she must first obtain a license in an approved state (Minnesota or Ohio) prior to applying for licensure in his or her state of residence.

Prospective students must research their state licensure requirements to determine (1) if they are required to complete a state-approved licensure program to be eligible to apply directly to their state board, (2) if they need to obtain a license from the state where the program has been approved (Minnesota or Ohio) prior to applying in the state they reside, and (3) any additional requirements the student will need to complete prior to their state granting the license. Students residing in Minnesota and Ohio are eligible to apply directly to their state board, as Walden's MS in School Counseling is approved by both state boards. Additionally, some states require school counselors to hold an existing teaching license or certificate, and/or obtain teaching experience, in order to be eligible for a school counseling certificate or license.

Each state issues its own credential for an individual to be permitted to practice as a licensed school counselor in that state. While Walden enrollment specialists can provide general information relating to the state-by-state educational requirements for school counseling licensure or certification, it remains the student's responsibility to understand, evaluate, and comply with all requirements relating to field education experiences, licensing or certification, authorization, or endorsement for the state in which she or he resides. Walden makes no representations or guarantee that completion of its coursework

or programs will permit an individual to obtain state licensure, certification, authorization, endorsement, or other state credential. Licensure eligibility determinations are ultimately determined by the appropriate state board that issues the credential to practice.

Prospective students enrolling in licensure-leading programs are advised that relocation to another state may impact the student's ability to complete field experiences and/or to obtain professional licensure, certification, or other credential in another state. Prospective students are advised to carefully review, evaluate, and understand the requirements of the applicable licensure board in the state in which they intend to relocate.

Learning Outcomes

The following Learning Outcomes are common to all MS in counseling programs. The competent and confident counseling profession will:

1. Synthesize counseling knowledge into evidence-based action plans for promoting wellness. (Knowledge)
2. Construct collaborative relationships with diverse populations to promote social change. (Skills)
3. Develop professional counselor behaviors in academic settings to foster growth and wellness. (Dispositions)
4. Develop a professional counselor identity relevant to school counseling. (Knowledge)
5. Evaluate unique client needs within school settings. (Skills)
6. Evaluate community needs in relation to school settings and populations. (Skills)

Degree Requirements

- 75 total quarter credits for general program (85 credits with optional 10-credit specialization)
- Core Courses (66 credits)
- Field experience (9 credits: 100-hour practicum; 600-hour internship)
- Optional Specialization (10 credits)
- Optional State Education Specialization (only for students with specific state requirements)
- Optional Accelerated track allows completion in 21 months (three courses per quarter)
- 2 Pre-Practicum Labs (6 weeks online with 4 days face-to-face or virtual synchronous sessions)
- Group Lab (9 weeks online with 14 hours of live synchronous group)

Curriculum

Foundation Course (1 credits)

COUN 6110 - Foundations of MS Counseling in Graduate Studies* (1 credits)

- Students may take this as a non-degree course.

Core Courses (65 credits)

COUN 6111 - Introduction to School Counseling* (5 credits)

- Students may take this as a non-degree course.

COUN 6210 - Ethics and Legal Issues in Counseling* (5 credits)

- Students may take this as a non-degree course.

COUN 6214 - Lifespan Development* (5 credits)

- Students may take this as a non-degree course. COUN 6301 - Theories of Counseling* (5 credits)
- Students may take this as a non-degree course.

COUN 6302 - Techniques in Counseling* (5 credits)

- Students may take this as a non-degree course.

COUN 6311 - Leadership, Advocacy, and Consultation in the Schools* (5 credits)

- Students may take this as a non-degree course.

COUN 6312 - Multicultural Counseling* (5 credits)

- Students may take this as a non-degree course.

COUN 6317 - Child and Adolescent Counseling* (5 credits)

- Students may take this as a non-degree course.

COUN 6320 - Group Counseling in the Schools* (5 credits)

- Students may take this as a non-degree course.

COUN 6322 - Crisis, Trauma, and Disaster Response* (5 credits)

- Students may take this as a non-degree course.

COUN 6324 - Assessment in Counseling and Education* (5 credits)

- Students may take this as a non-degree course.

COUN 6328 - Research Methodology and Program Evaluation* (5 credits)

- Students may take this as a non-degree course.

COUN 6354 - Career Counseling* (5 credits)

- Students may take this as a non-degree course.

Specialization Courses (10 credits)

These courses are dependent upon the particular specialization. Please see the course list on each specialization page.

+ Specialization in Addiction Counseling

In this specialization, students gain the skills needed to help children and adolescents cope with the emotional challenges of having a family member who is struggling with addiction. Through their coursework, students explore the various types of addiction, current theories around treatment, and best practices for counseling children and adolescents who are dealing with addictive behavior in the home.

Specialization Courses (10 credits)

COUN 6202 - Theories, Treatment, and Case Management of Addiction* (5 credits)

- Students may take this as a non-degree course.

COUN 6730 - Counseling Addictive Disorders* (5 credits)

- Students may take this as a non-degree course.

+ Specialization in Career Counseling (not currently accepting new students)

This program is not currently accepting new students. Current students must complete their programs of study in accordance with Walden's Time-to-Degree Completion policies.

In this specialization, students can gain skills to help teens discover their talents and attain their full potentials. In their coursework, students examine the fundamentals of the career counseling profession, including its history, philosophy, and theoretical foundations. Students in this specialization can prepare to help youths make smart decisions about their educations and ensure successful futures.

Specialization Courses (10 credits)

COUN 6102 - Introduction to Career Counseling* (5 credits)

- Students may take this as a non-degree course.

+ Specialization in Crisis and Trauma

In this specialization, students prepare to assist children, adolescents, and their families in the wake of a crisis or emergency, such as an act of terror or natural disaster. Through the curriculum, students examine the actions and behaviors that follow a disaster, how to address related emotional difficulties, and psychological disorders, such as post-traumatic stress disorder. Students also have the opportunity to learn how to develop a crisis plan to prepare for future emergencies.

Specialization Courses (10 credits)

COUN 6145 - Crisis Management* (5 credits)

- Students may take this as a non-degree course.

COUN 6333 - Vicarious Trauma and Compassion Fatigue* (5 credits)

- Students may take this as a non-degree course.

+ Specialization in Marriage, Couple, and Family Counseling

School counselor's support the well-being of their students as they cope with complex personal and family challenges. In this specialization, students explore human sexual development as well as the relationships and family dynamics impacting young people's lives today. Students have the opportunity to build the cross-cultural competencies and skills required to understand family structures, life-cycle dynamics, intergenerational influences, and healthy family functioning.

Specialization Courses (10 credits)

COUN 6361S - Human Sexuality* (5 credits)

- Students may take this as a non-degree course.

COUN 6726S - Couples and Family Counseling* (5 credits)

- Students may take this as a non-degree course.

+ Specialization in Military Families and Culture

In this specialization, students gain insight into military culture as well as the unique emotional needs of children of active military personnel or veterans. Through their coursework, students explore military culture and the considerations and best practices for working with military spouses, families, and children. Students develop skills to support children and family members through a variety of hardships, from long-term separation to combat-related injuries.

Specialization Courses (10 credits)

COUN 6402 - Working With Military Spouses, Families, and Children* (5 credits)

- Students may take this as a non-degree course.

COUN 6404S - Military Culture* (5 credits)

- Students may take this as a non-degree course.

+ Specialization in State Education (only for students with specific state requirements)

The State Education specialization will support students by meeting state licensure educational requirements that are in addition to the current programs of study for the respective programs and expanding the field experience supervision/coursework to meet state educational requirements and students' need. The specialization will allow a maximum of 25 credits to fulfill the requirement.

Pre-Practicum Labs

Each pre-practicum includes online course content integrated with a 4-day, face-to-face or virtual synchronous residential requirement.

- 3 weeks online
- 4 days face-to-face or virtual synchronous sessions (see the Pre-Practicum Calendar)
- 2 weeks online

SPLB 671L - Pre-Practicum 1 (0 credits) SPLB 672L - Pre-Practicum 2 (0 credits)

Field Experience (9 credits)

COUN 6601S - School Counseling Practicum (3 credits) COUN 6700S - School Counseling Internship I (3 credits) COUN 6701S - School Counseling Internship II (3 credits)

General Program Option

- General-This is the traditional track in which students either complete one or two courses per quarter.
- Accelerated-This is the track where students can complete three courses per quarter.

Course Sequence

Students undertake courses in the following sequence.

Quarter	Course	Credits
Quarter 1	COUN 6110 - Foundations of MS Counseling in Graduate Studies	1 credits
	COUN 6111 - Introduction to School Counseling	5 credits
Quarter 2	COUN 6301 - Theories of Counseling	5 credits
	COUN 6302 - Techniques in Counseling	5 credits
Eligible to take Pre-Practicum 1 - SPLB 671L (must be completed before COLIN 6317)		
Quarter 3	COUN 6210 - Ethics and Legal Issues in Counseling	5 credits
	COUN 6311 - Leadership, Advocacy, and Consultation in the Schools	5 credits
Quarter 4	COUN 6214 - Lifespan Development	5 credits
	COUN 6312 - Multicultural Counseling	5 credits
Must take Pre-Practicum 1 before moving forward		
Quarter 5	COUN 6317 - Child and Adolescent Counseling	5 credits
	COUN 6320 - Group Counseling in the Schools	5 credits
	GRPL 6100 - Counseling Group Lab	0 credits

Quarter 6	COUN 6322 - Crisis, Trauma, and Disaster Response	5 credits
	COUN 6324 - Assessment in Counseling and Education	5 credits
Eligible to take Pre-Practicum 2 - SPLB 672L (must be completed before COLIN 6401)		
Quarter 7	COUN 6354 - Career Counseling	5 credits
	COUN 6328 - Research Methodology and Program Evaluation	5 credits

Quarter	Course	Credits
Must take Pre-Practicum 2 before moving forward		
Quarter 8	COUN 6601S - School Counseling Practicum	3 credits
	Optional Specialization Course 1	5 credits
Quarter 9	COUN 6700S - School Counseling Internship I	3 credits
	Optional Specialization Course 2	5 credits
Quarter 10	COUN 6701S - School Counseling Internship II	3 credits

PhD in Counselor Education and Supervision

The doctoral program in Counselor Education and Supervision is designed to evaluate the theory and practice of counseling through quantitative and qualitative research and to prepare educators and leaders in the profession of counseling.

Accreditation

Walden University's PhD in Counselor Education and Supervision program is accredited by the Council for Accreditation of Counseling and Related Educational Programs (CACREP), a specialized accrediting body recognized by the Higher Education Accreditation (CHEA).



Note on Licensure

The PhD in Counselor Education and Supervision is not a licensure program and does not prepare students to become a licensed counseling professional.

Learning Outcomes

Graduates of the PhD in Counselor Education and Supervision program will be able to:

1. Synthesize theories and evidence-based practices across counselor education domains. (*Knowledge*)
2. Create counselor education approaches to address diverse counselors-in-training. (*Knowledge*)
3. Develop counselor education and supervision interventions to promote social change. (*Skills*)
4. Employ professional counselor educator and supervisor behaviors in professional settings. (*Dispositions*)

Minimum Degree Requirements

- Professional Development Plan and Program of Study (included in COUN 8001)
- Foundation course (1 credits)
- Prerequisites (39 credits)
 - To be completed if students have not graduated with a CACREP-accredited master's degree
- Core courses (30 credits)
- Research courses (20 credits)
- Specialization courses (10-15 credits, depending on the specialization)
- Field experience courses (9 credits)
 - Practicum (3 credits)
 - Internship (6 credits)
- Completion of the Doctoral Dissertation
 - Dissertation support courses (5 credits)

- Dissertation writing courses (5 credits per term for a minimum of 4 terms; taken continuously until completion)
- Quarter Plans
- One residency
- Two Pre-Practicum Labs (6 weeks online, 4 days face-to-face or virtual synchronous sessions)

Curriculum

Foundation Course (**1** credits)

COUN 8001 - Foundations of Graduate Study in Counselor Education and Supervision (1 credits)

Core Courses (30 credits)

COUN 8110 - Professional Orientation, Ethics, and Identity (5 credits) COUN 8125 - Teaching in Counselor Education* (5 credits)

- Students may take this as a non-degree course.

COUN 8115 -Advanced Counseling Theories* (5 sem credits)

- Students may take this as a non-degree course.

COUN 8135 - Clinical Supervision (5 credits)

COUN 8120 - Professional Consultation, Program Evaluation, and Leadership* (5 credits)

- Students may take this as a non-degree course.

COUN 8203 - Survey Research Methods (5 credits)

Research Courses (15 credits)

RSCH 8110 - Research Theory, Design, and Methods* (5 credits)

- Students may take this as a non-degree course.

RSCH 8210 - Quantitative Reasoning and Analysis* (5 credits)

- Students may take this as a non-degree course.

RSCH 8310 - Qualitative Reasoning and Analysis* (5 credits)

- Students may take this as a non-degree course.

Advanced Research Course (5 credits)

All PhD students are required to complete one advanced-level research course that mirrors the methodology of their intended dissertations. The university offers three advanced courses; individual programs may have other advanced options. Students should refer to their specific programs of study to determine program-specific requirements.

One of the following three courses is required:

RSCH 8260 -Advanced Quantitative Reasoning and Analysis (5 credits)

OR

RSCH 8360 -Advanced Qualitative Reasoning and Analysis (5 credits)

OR

RSCH 8460 -Advanced Mixed-Methods Reasoning and Analysis (5 credits)

Specialization Courses

These courses are dependent upon the particular specialization. The General specialization does not require specialization courses. Please see the course list on each specialization page.

+ Specialization in Addiction Counseling

Gain the focused skills and insights to provide addiction counseling services to various clients in schools, businesses, community agencies, and other settings.

Specialization Courses (15 credits)

COUN 8730 - Counseling Addictive Disorders* (5 credits)

- Students may take this as a non-degree course.

COUN 8202 - Theories, Treatment, and Case Management of Addiction* (5 credits)

- Students may take this as a non-degree course.

COUN 8204 -Assessment in Counseling and Addiction* (5 credits)

- Students may take this as a non-degree course.

+ Specialization in Clinical Mental Health Counseling

The specialization in Clinical Mental Health Counseling is designed to add clinical preparation for students whose master's preparation was in non-clinical mental health areas such as college counseling and student affairs; career counseling; marriage, couple, and family counseling; and/or school counseling. This specialization prepares students to clinically diagnose and understand the impacts of psychopharmaceuticals.

Specialization Courses (15 credits)

COUN 8720 - Diagnosis and Assessment* (5 credits)

- Students may take this as a non-degree course.

COUN 8721 -Advanced Psychopathology* (5 credits)

- Students may take this as a non-degree course.

COUN 8743 - Psychopharmacology* (3 semester credits)

- Students may take this as a non-degree course.

+ Specialization in Marriage Couple and Family Counseling

Build the cross-cultural competencies and skills required to understand family structures, life-cycle dynamics, intergenerational influences, and healthy family functioning.

Specialization Courses (15 credits)

COUN 8356 - Advanced Theory and Application in Marriage, Couple, and Family Counseling* (5 credits)

- Students may take this as a non-degree course.

COUN 8361 - Human Sexuality (5 credits)

COUN 8346 - Child and Adolescent Counseling* (5 credits)

- Students may take this as a non-degree course.

+ Specialization in School Counseling

The specialization in School Counseling is designed to prepare students to train future counselors for positions as certified or licensed school counselors in pre-kindergarten through high school (PreK-12) school settings. The specialization in School Counseling will include curricular experiences designed to best prepare students to train professional school counselors in the field.

Specialization Courses (15 credits)

COUN 8346 - Child and Adolescent Counseling* (5 credits)

- Students may take this as a non-degree course.

COUN 8311 - Leadership, Advocacy, and Consultation in the Schools* (5 credits)

- Students may take this as a non-degree course.

COUN 8319 - Group Counseling and Guidance in Schools* (5 credits)

- Students may take this as a non-degree course.

+ Specialization in Trauma and Crisis

This specialization is for students who are licensed professional counselors with a master's degree in counseling or who have graduated from a CACREP-accredited master's program.* Students will apply theory and best practices related to trauma and crisis management, working with individuals and groups recovering from the effects of trauma and crisis, such as natural disasters, violence, terrorism, or war. Students will broaden their understanding of the models, leadership roles, and effective strategies to respond to crises as counseling leaders or managers. They also learn the appropriate ethical and legal responses to individual, community, national, and international crises.

*Learn more about completion requirements for students who are not licensed professional counselors with a master's degree in counseling or who have not graduated from a CACREP-accredited master's program.

Specialization Courses (15 credits)

COUN 8333 - Vicarious Trauma and Compassion Fatigue* (5 credits)

- Students may take this as a non-degree course.

COUN 8146 - Crisis Management (5 credits)

COUN 8336 - Crisis, Trauma, and Disaster Response* (5 credits)

- Students may take this as a non-degree course.

Specializations Not Currently Accepting New Students

+ Specialization in Advanced Research Methods (not currently accepting new students)

This program is not currently accepting new students. Current students must complete their programs of study in accordance with Walden's Time-to-Degree Completion policies.

Designed for students interested in serving as methodologists and conducting research as counselor educators or supervisors, this specialization introduces the various research methodologies used in the field. Through their coursework, students focus on developing critical competencies in quantitative, qualitative, and mixed-methods approaches used in social science research. Students also have the opportunity to apply their knowledge and skills by developing qualitative, quantitative, and mixed-methods research plans.

Specialization Courses (10 credits)

Select two courses from the Advanced Research Courses listed in the curriculum.

+ Specialization in Consultation (not currently accepting new students)

This program is not currently accepting new students. Current students must complete their programs of study in accordance with Walden's Time-to-Degree Completion policies.

This specialization prepares graduates for various roles related to consultation. Graduates will be able to effectively apply consultation skills designed to improve individual, group, and organizational performance. The specialization is most applicable to graduates interested in providing consultation in schools, mental health agencies, universities, and business and industry.

Specialization Courses (10 credits)

COUN 8671 - Consulting for Organizational Change* (5 credits)

- Students may take this as a non-degree course.

COUN 8672 - Psychological Consultation (5 credits)

+ Specialization in Counseling and Social Change (not currently accepting new students)

In this specialization, students have the opportunity to develop their capabilities as professional advocates for social change. Through their coursework, students explore the theories of social and personal change and the effect of these theories on children, families, and society. Through a variety of practical learning assignments, students can address real-world topics, such as gender inequality, and propose solutions designed to drive transformative social change.

Specialization Courses (10 credits)

COUN 8140 - Professional Counselor as Scholar-Practitioner* (5 credits)

- Students may take this as a non-degree course.

COUN 8660 - Social Change, Leadership, and Advocacy for Counseling Professionals* (5 credits)

- Students may take this as a non-degree course.

+ Specialization in Forensic Mental Health Counseling (not currently accepting new students)

This program is not currently accepting new students. Current students must complete their programs of study in accordance with Walden's Time-to-Degree Completion policies.

In this specialization, students have the opportunity to develop their capabilities as professional advocates for social change. Through their coursework, students explore the theories of social and personal change and the effect of these theories on children, families, and society. Through a variety of practical learning assignments, students can address real-world topics, such as gender inequality, and propose solutions designed to drive transformative social change.

Specialization Courses (10 credits)

COUN 8140 - Professional Counselor as Scholar-Practitioner* (5 credits)

- Students may take this as a non-degree course.

COUN 8660 - Social Change, Leadership, and Advocacy for Counseling Professionals* (5 credits)

- Students may take this as a non-degree course.

+ Specialization in Leadership and Program Evaluation (not currently accepting new students)

This program is not currently accepting new students. Current students must complete their programs of study in accordance with Walden's Time-to-Degree Completion policies.

This focus of this specialization is on helping students build leadership skills as counseling educators and supervisors. Through their coursework, students explore the qualities inherent in qualified leaders as well as strategies for leading diverse organizations through major change initiatives.

Students are introduced to the specific skills required for assessing research. They also explore the history, theory, and approaches of program evaluation. Students in this specialization can prepare to serve organizations directly as program leaders, researchers, educators, counselors, supervisors, consultants, volunteers, or board members.

Specialization Courses (10 credits)

COUN 8111 - Leadership and Organizational Change* (5 credits)

- Students may take this as a non-degree course.

COUN 8317 - Program Evaluation* (5 credits)

- Students may take this as a non-degree course.

Field Experience Courses (9 credits)

COUN 8890 - Counselor Education and Supervision Practicum (3 credits) COUN 8895 - Doctoral Internship I (3 credits)

COUN 8896 - Doctoral Internship II (3 credits)

Residency and Pre-Practicum Lab Requirements

- **Complete Residency (RESI 8801C) as soon as you begin your program;** no later than within 90 days of completing your Foundations course (within the first two terms of your program). View the calendar, then register using your myWalden portal or by contacting Student Success Advising.
- **Pre-Practicum 1**-Complete Pre-Practicum 1 after you have completed Residency 1, COUN 8001, COUN 8110, RSCH 8110, COUN 8125, COUN 8115, RSCH 8210, RSCH 8310, and COUN 8135 in order to advance in the program.
- **Pre-Practicum 2**-Complete Pre-Practicum 2 after you have completed Pre-Practicum 1, COUN 8203, COUN 8120, and either RSCH 8260, RSCH 8360, or RSCH 8460 in order to advance in the program.

Each pre-practicum includes online course content integrated with a 4-day, face-to-face or virtual residential requirement.

- 3 weeks online
- 4 days face-to-face or virtual synchronous sessions (see the Pre-Practicum Calendar)
- 2 weeks online

CPLB 802L - CES Pre-Practicum 1 (0 credits) CPLB 802L - CES Pre-Practicum 1 (0 credits)

Completion of the Doctoral Capstone

COUN 8551 - Preparing for Dissertation (5 credits)

COUN 8561 - Dissertation (5 credits per term for a minimum of four terms until completion)

- Can begin dissertation with start of first internship.

Prerequisites

Students who have not graduated from a CACREP-accredited master's program may be required to fulfill prerequisite requirements.

COUN 8215 - Lifespan Development* (5 credits)

- Students may take this as a non-degree course.

COUN 8723 - Multicultural Counseling* (5 credits)

- Students may take this as a non-degree course.

COUN 8722 - Theories of Counseling* (5 credits)

- Students may take this as a non-degree course.

COUN 8250 - Group Process and Dynamics* (5 credits)

- Students may take this as a non-degree course.

COUN 8753 - Career Counseling* (5 credits)

- Students may take this as a non-degree course.

COUN 8315 - Tests and Measurements* (5 credits)

- Students may take this as a non-degree course.

OR

COUN 8360 -Assessment in Counseling and Education* (5 credits)

- Students may take this as a non-degree course.

COUN 8320 - Counseling Practicum (3 credits) COUN 8682A- Counseling Internship I (3 credits) COUN 8682B -

Counseling Internship II (3 credits)

Course Sequence

Students undertake courses in the following sequence.

Quarter	Course	Credits
Quarter 1	COUN 8001 - Foundations of Graduate Study in Counselor Education and Supervision	1 credits
	COUN 8110 - Professional Orientation, Ethics, and Identity	5 credits
MUST complete Residency within first 90 days		
Quarter 2	RSCH 8110 - Research Theory, Design, and Methods	5 credits
	COUN 8125 - Teaching in Counselor Education	5 credits
Quarter 3	COUN 8115 -Advanced Counseling Theories	5 credits
	RSCH 8210 - Quantitative Reasoning and Analysis	5 credits
Quarter 4	COUN 8135 - Clinical Supervision	5 credits
	RSCH 8310 - Qualitative Reasoning and Analysis	5 credits
all	Eligible to take Pre-Practicum 1 - CPLB 802L (must successfully complete Residency [RESI 8801C] and preceding courses to be eligible)	
	Quarter 5	COUN 8120 - Professional Consultation, Program Evaluation, and Leadership
	COUN 8203 - Survey Research Methods	5 credits
MUST have successfully completed Pre-Practicum 1 to move forward		
Quarter 6	RSCH 8260 - Advanced Quantitative Reasoning and Analysis	5 credits
	OR	
	RSCH 8360 - Advanced Qualitative Reasoning and Analysis	
	OR RSCH 8460 -Advanced Mixed-Methods Reasoning and Analysis	
preceding	Eligible to take Pre-Practicum 2 - CPLB 803L (must successfully complete Pre-Practicum 1 and all preceding courses to be eligible)	
	Quarter 7	COUN 8551 - Preparing for Dissertation
	Specialization Course*	

Must successfully complete Pre-Practicum 2 and all preceding courses to be eligible for Field Experience		
Quarter 8	COUN 8890 - Counselor Education and Supervision Practicum	3 credits
	Specialization Course*	5 credits
Quarter 9	COUN 8895 - Doctoral Internship I	3 credits
	Specialization Course*	5 credits
Quarter 10	COUN 8896 - Doctoral Internship II	3 credits
Quarter 11+	COUN 8561 - Dissertation** In general, students are continuously registered in the dissertation course until they complete their capstone project and it is approved. This usually takes longer than the minimum required terms in the dissertation course shell.	5 credits per term; taken continuously until completion

* Students take two electives or two to three specialization courses, depending on the specialization chosen.

** To complete a doctoral dissertation, students must obtain the academic approval of several independent evaluators including their committee, the University Research Reviewer, and the Institutional Review Board; pass the Form and Style Review; gain approval at the oral defense stage; and gain final approval by the chief academic officer. Students must also publish their dissertation on ProQuest before their degree is conferred. Learn more about the dissertation process in the Dissertation Guidebook.

Doctoral Writing Assessment

Students who start or readmit to doctoral programs at Walden University in the university catalog for academic year 2017 or later will complete the university's required doctoral writing assessment. Designed to evaluate incoming doctoral students' writing skills, this assessment aims to help prepare incoming doctoral students to meet the university's expectations for writing at the doctoral level.

8-Year Maximum Time Frame

In general, students are continuously registered in the dissertation/doctoral study course until they complete their capstone project and it is approved. This usually takes longer than the minimum required terms in the dissertation/doctoral study course shell.

Students have up to 8 years to complete their doctoral degree requirements (see Enrollment Requirements in the student handbook). Students may petition to extend the 8-year maximum time frame, but an extension is not guaranteed.

School of Interdisciplinary Undergraduate Studies

The School of Interdisciplinary Undergraduate Studies (SIUS) is the academic unit of Walden University responsible for the general education curriculum, as well as the Bachelor of Science in Communication program. Faculty in the school represent the wide array of disciplines contained in general education in addition to communication.

SIUS collaborates with Walden's other colleges and schools in the planning and delivery of undergraduate degree programs. The school also collaborates with Walden's student support units to build and maintain an enriching learning experience for undergraduate students.

School Mission

Walden University's School of Interdisciplinary Undergraduate Studies provides a diverse community of learners-including career starters, changers, and advancers-the opportunity to develop as professional leaders who create positive social change in their communities. Through Walden's scholar-practitioner model, students enhance and develop professional skills. Graduates contribute to the well-being of their communities by helping to solve contemporary problems.

The School of Interdisciplinary Undergraduate Studies is the academic unit responsible for the General Education curriculum, a component of all Walden baccalaureate degree programs.

The school collaborates closely with other Walden colleges and schools in the planning and delivery of undergraduate degree programs, particularly as they relate to general education.

The school's faculty members represent the wide array of disciplines contained in its General Education and BS Communication programs. The school collaborates with all academic and student support units in support of a positive university experience for undergraduate students.

Programs

- General Education Curriculum
- BS in Communication

Other Undergraduate Options

- Accelerate into Master's (AIM)
- Undergraduate Minors

Undergraduate Minors

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

Students wishing to add a minor to their program should contact their student success advisor. Students may select a maximum of two minors.

+ Minor in Business

The Undergraduate Minor in Business is for non-business major students interested in obtaining knowledge and competencies required in today's diverse, global, and technologically sophisticated business environment. Students gain a working knowledge of the principles and concepts of management theory and practice by examining the interrelationships among the major business disciplines.

Note: This minor is not available to students in the BS in Business Administration, BS in Business Communication, or BS in Accounting programs.

Required Courses (30 credits)

Courses should be completed in the following order: BUSI 1002 - Introduction to Management* (5 credits)

- Students may take this as a non-degree course.

ACCT 1004 - Fundamentals of Accounting* (5 credits)

- Students may take this as a non-degree course.

MRKT 3001 - Marketing* (5 credits)

- Students may take this as a non-degree course.

HRMG 3001 - Human Resource Management* (5 credits)

- Students may take this as a non-degree course.

FNCE 3001 - Financial Management* (5 credits)

- Students may take this as a non-degree course.

ISYS 3001 - Information Systems in Enterprise* (5 credits)

- Students may take this as a non-degree course.

+ Minor in Communication

The Undergraduate Minor in Communication program is designed for students of all majors who are interested in obtaining stronger skills in oral and written communication. With the minor, students can develop their practical communication skills required to identify and develop creative and strategic communication solutions using various forms of media, and the necessary soft skills to build and maintain effective relationships in and out of the workplace. Areas of focus may include mass media, group communication, interpersonal communication, professional writing strategies, and intercultural communications.

Note: This minor is not available to students in the BS in Communication or BS in Business Communication program.

Required Courses (30 credits)

Select six of the following:

MRKT 4511 - Marketing Communications* (5 credits)

- Students may take this as a non-degree course.

PREL 3001 - Principles of Public Relations* (5 credits)

- Students may take this as a non-degree course.

COMM 1006 - Stereotypes and Scandals: Exploring the Power of Mass Communication and Mass Media* (5 credits)

- Students may take this as a non-degree course.

COMM 1008 - Interpersonal Communication for Personal and Professional Success* (5 credits)

- Students may take this as a non-degree course.

COMM 2001 - Dynamics of Group Communication* (5 credits)

- Students may take this as a non-degree course.

COMM 2002 - Fundamentals of Public Speaking* (5 credits)

- Students may take this as a non-degree course.

COMM 2005 - Digital Storytelling* (5 credits)

- Students may take this as a non-degree course.

COMM 4001 - Intercultural Communication* (5 credits)

- Students may take this as a non-degree course.

COMM 4101 - Organizational Communication* (5 credits)

- Students may take this as a non-degree course.

+ Minor in Criminal Justice

The Undergraduate Minor in Criminal Justice is for the non-public policy and administration student who may be interested in law enforcement, the justice system, corrections, homeland security, and social services. With this minor, students can blend contemporary theory on the nature, extent, and cause of crime with the study of national and international criminal justice practices.

Note: This minor is not available to students in the BS in Criminal Justice program.

Required Courses (30 credits)

CRJS 1001 - Contemporary Criminal Justice Systems* (5 credits)

- Students may take this as a non-degree course.

CRJS 2001 - Criminology and Social Control* (5 credits)

- Students may take this as a non-degree course.

CRJS 2003 - Criminal Law* (5 credits)

- Students may take this as a non-degree course.

And students choose three of the following:

CRJS 3001 - Corrections* (5 credits)

- Students may take this as a non-degree course.

CRJS 3002 - Courts and Judicial Process* (5 credits)

- Students may take this as a non-degree course.

CRJS 3003 - Law Enforcement* (5 credits)

- Students may take this as a non-degree course.

CRJS 3004 - Data Analysis for Criminal Justice Professionals* (5 credits)

- Students may take this as a non-degree course.

CRJS 4102 - The Criminal Mind* (5 credits)

- Students may take this as a non-degree course.

+ Minor in Health Promotion and Wellness

The Undergraduate Minor in Health Promotion and Wellness is for the non-health sciences major student who is interested in learning how to empower individuals and communities to improve physical fitness, nutrition habits, stress management, and interpersonal behaviors. With a curriculum rooted in the latest findings on prevention and wellness, students can learn how to inspire others as they enhance their own wellness.

Note: This minor is not available to students in the BS in Health Studies, BS in Public Health, or the BS in Healthcare Management programs.

Required Courses (30 credits)

HLTH 4300 - Personal Health and Wellness* (5 credits)

- Students may take this as a non-degree course.

HLTH 4320 - Nutrition Across the Lifespan* (5 credits)

- Students may take this as a non-degree course.

HLTH 4340 - Fit and Well: Core Concepts in Exercise Science* (5 credits)

- Students may take this as a non-degree course.

HLTH 4360 - Stress Management and Wellness* (5 credits)

- Students may take this as a non-degree course.

And students choose two of the following:

HLTH 2110 - Behavioral and Cultural Issues in Healthcare* (5 credits)

- Students may take this as a non-degree course.

HLTH 3115 - Public and Global Health* (5 credits)

- Students may take this as a non-degree course.

HLTH 4380 - Strategies for Health Communication and Wellness* (5 credits)

- Students may take this as a non-degree course.

PUBH 3100 - Human Disease and Prevention* (5 credits)

- Students may take this as a non-degree course.

PUBH 4000 - Public Health Education and Communication* (5 credits)

- Students may take this as a non-degree course.

PUBH 4030 - Planning Public Health Programs* (5 credits)

- Students may take this as a non-degree course.

PUBH 4100 - Evaluating Public Health Programs* (5 credits)

- Students may take this as a non-degree course.

+ Minor in Health Studies

The Undergraduate Minor in Health Studies is for the non-health sciences major student and is designed to empower students as critical and creative thinkers who are capable of addressing the health needs of local and global communities through the delivery of healthcare services. Students will gain the knowledge base required to understand and anticipate the continuing changes in the healthcare industry and prepare health professionals to work within a variety of healthcare settings.

Note: This minor is not available to students in the BS in Health Studies, BS in Public Health, or the BS in Healthcare Management programs.

Required Courses (30 credits)

HLTH 3115 - Public and Global Health* (5 credits)

- Students may take this as a non-degree course.

HLTH 3115 - Public and Global Health* (5 credits)

- Students may take this as a non-degree course.

HLTH 4300 - Personal Health and Wellness* (5 credits)

- Students may take this as a non-degree course.

And students choose three of the following:

HLTH 2110 - Behavioral and Cultural Issues in Healthcare* (5 credits)

- Students may take this as a non-degree course.

HLTH 2115-Aging Across the Lifespan* (5 credits)

- Students may take this as a non-degree course.

HLTH 3100 - Ethical and Legal Issues in Healthcare* (5 credits)

- Students may take this as a non-degree course.

HLTH 3110 - Current Issues in Healthcare Policy and Practice* (5 credits)

- Students may take this as a non-degree course.

HLTH 4050 - Introduction to Disaster and Emergency Management* (5 credits)

- Students may take this as a non-degree course.

HLTH 4320 - Nutrition Across the Lifespan* (5 credits)

- Students may take this as a non-degree course.

HLTH 4340 - Fit and Well: Core Concepts in Exercise Science* (5 credits)

- Students may take this as a non-degree course.

HLTH 4360 - Stress Management and Wellness* (5 credits)

- Students may take this as a non-degree course.

HLTH 4380 - Strategies for Health Communication and Wellness* (5 credits)

- Students may take this as a non-degree course.

PUBH 3000 - Environmental Health* (5 credits)

- Students may take this as a non-degree course.

PUBH 3100 - Human Disease and Prevention* (5 credits)

- Students may take this as a non-degree course.

PUBH 4000 - Public Health Education and Communication* (5 credits)

- Students may take this as a non-degree course.

PUBH 4100 - Evaluating Public Health Programs* (5 credits)

- Students may take this as a non-degree course.

+ Minor in Healthcare Management

The Undergraduate Minor in Healthcare Management is for the non-health sciences major student interested in improving the quality, safety, and delivery of health services. Because of the evolving

U.S. health system, the aging population, and the projected shortage of healthcare professionals, there is a growing need for healthcare administrators.

Note: This minor is not available to students in the BS in Health Studies, BS in Public Health, or the BS in Healthcare Management programs.

Required Courses (30 credits)

HLTH 1005 - Context of Healthcare Delivery* (5 credits)

- Students may take this as a non-degree course.

HLTH 4000 - Introduction to Healthcare Management* (5 credits)

- Students may take this as a non-degree course.

HLTH 4115 - Strategic Planning and Marketing in Healthcare* (5 credits)

- Students may take this as a non-degree course.

HLTH 4120 - Managing the Healthcare Workforce* (5 credits)

- Students may take this as a non-degree course.

And students choose two of the following:

HLTH 2120 - Health Informatics* (5 credits)

- Students may take this as a non-degree course.

HLTH 3100 - Ethical and Legal Issues in Healthcare* (5 credits)

- Students may take this as a non-degree course.

HLTH 3110 - Current Issues in Healthcare Policy and Practice* (5 credits)

- Students may take this as a non-degree course.

HLTH 4100 - Healthcare Organization Theory and Behavior* (5 credits)

- Students may take this as a non-degree course.

HLTH 4105 - Healthcare Finance and Economics* (5 credits)

- Students may take this as a non-degree course.

HLTH 4110 - Healthcare Quality and Safety* (5 credits)

- Students may take this as a non-degree course.

+ Minor in Psychology

The Undergraduate Minor in Psychology is for the non-psychology major student who wants a broad understanding and global perspective of psychology and its relevance in an increasingly diverse and global society. Students will apply psychological theories to current issues in psychology as they gain perspective in social awareness, responsibility, civic engagement, cross-cultural competence, and evidence-based decision making in an information-rich world.

Note: This minor is not available to students in the BS in Forensic Psychology or BS in Psychology programs.

Required Courses (30 credits)

PSYC 1001 - Introduction to Psychology* (5 credits)

- Students may take this as a non-degree course.

Students choose five of the following. At least two must be 3000-level or 4000-level: PSYC 2001 - Cross-Cultural Psychology* (5 credits)

- Students may take this as a non-degree course.

PSYC 2002 - Human Development: Childhood and Adolescence* (5 credits)

- Students may take this as a non-degree course.

PSYC 2003 - Human Development: Adulthood* (5 credits)

- Students may take this as a non-degree course.

PSYC 2005 - Social Influences on Behavior* (5 credits)

- Students may take this as a non-degree course.
PSYC 2009 - Theories of Personality* (5 credits)
- Students may take this as a non-degree course.
PSYC 3001 - Cognitive Psychology* (5 credits)
- Students may take this as a non-degree course.
PSYC 3004 - Psychological Disorders* (5 credits)
- Students may take this as a non-degree course.
PSYC 3005 - Racial and Ethnic Identities* (5 credits)
- Students may take this as a non-degree course.
PSYC 3006 - Psychology of Gender* (5 credits)
- Students may take this as a non-degree course.
PSYC 3007 - Influence and Persuasion* (5 credits)
- Students may take this as a non-degree course.
PSYC 4002 - Brain and Behavior* (5 credits)
- Students may take this as a non-degree course.
PSYC 4006 - Global Perspectives in Psychology* (5 credits)
- Students may take this as a non-degree course.
PSYC 4008 - Intergroup Conflict and Peace Building* (5 credits)
- Students may take this as a non-degree course.

✦ Minor in Public Health

The Undergraduate Minor in Public Health is for the non-health sciences major student. Rooted in the principles and competencies of public health, the curriculum prepares students to translate and apply course content into practice. Students learn about a range of issues impacting population health and healthcare systems, including environmental health, disease prevention, health informatics, global health, ethics, health management, and behavioral and cultural issues.

Note: This minor is not available to students in the BS in Health Studies, BS in Public Health, or the BS in Healthcare Management programs.

Required Courses (30 credits)

HLTH 2110 - Behavioral and Cultural Issues in Healthcare* (5 credits)

- Students may take this as a non-degree course.

HLTH 4200 - Principles of Epidemiology (5 credits) PUBH 1000 - Foundations of Public Health* (5 credits)

- Students may take this as a non-degree course.

PUBH 3000 - Environmental Health* (5 credits)

- Students may take this as a non-degree course.

And students choose two of the following:

HLTH 2115 -Aging Across the Lifespan* (5 credits)

- Students may take this as a non-degree course.

HLTH 3100 - Ethical and Legal Issues in Healthcare* (5 credits)

- Students may take this as a non-degree course.

HLTH 3110 - Current Issues in Healthcare Policy and Practice* (5 credits)

- Students may take this as a non-degree course.

HLTH 3115 - Public and Global Health* (5 credits)

- Students may take this as a non-degree course.

HLTH 3115 - Public and Global Health* (5 credits)

- Students may take this as a non-degree course.

HLTH 4050 - Introduction to Disaster and Emergency Management* (5 credits)

- Students may take this as a non-degree course.

HLTH 4205 - Introduction to Research Methods and Analysis (5 credits) HLTH 4340 - Fit and Well: Core Concepts in Exercise Science* (5 credits)

- Students may take this as a non-degree course.

HLTH 4360 - Stress Management and Wellness* (5 credits)

- Students may take this as a non-degree course.

HLTH 4380 - Strategies for Health Communication and Wellness* (5 credits)

- Students may take this as a non-degree course.

PUBH 3100 - Human Disease and Prevention* (5 credits)

- Students may take this as a non-degree course.

PUBH 4000 - Public Health Education and Communication* (5 credits)

- Students may take this as a non-degree course.

PUBH 4030 - Planning Public Health Programs* (5 credits)

- Students may take this as a non-degree course.

PUBH 4100 - Evaluating Public Health Programs* (5 credits)

- Students may take this as a non-degree course.

PUBH 4200 - Public Health Policy for Social Change* (5 credits)

- Students may take this as a non-degree course.

General Education Curriculum

Bachelor's degree programs at Walden University combine academic study with real-world applications to prepare students for today's competitive economy and society in business, technology, education, social, behavioral, and health sciences. General education courses blend with degree program courses to provide the breadth and depth of knowledge needed by the 21st-century citizen.

Walden's general education outcomes focus on communication, critical thinking, ethical reasoning, integrative learning, global learning, and social change. Students apply their learning as they complete coursework in communication, humanities, natural sciences, mathematics, and social sciences. These competencies prepare students for diverse public and professional lives where they will help shape a changing global community.

Learning Outcomes

Through the general education program, the bachelor's degree graduate of Walden University will

1. Employ appropriate written and oral communication techniques in a variety of contexts. **(Communication)**
2. Interpret information and diverse points of view to make informed decisions. **(Critical Thinking)**

3. Apply ethical reasoning to practical situations. **(Ethical Reasoning)**
4. Synthesize learning from at least two fields of study to address problems individually and in collaboration with others. **(Integrative Learning)**
5. Explain a variety of different perspectives, such as diversity, equity, and inclusion interests, to present a position on a public issue. **(Civic and Global Learning)**
6. Examine the influences of social structures on the self, society, and civic engagement. **(Social Change)**

General Education Areas and Requirements

(Minimum of 45 credits total, see individual program requirements)

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

* Some programs may require a more than 55 credits to be completed at the 3000 or 4000 level. Please consult the catalog page for your specific page.

Written and Oral Communications

(Minimum of two courses; ENGL 1010 is required)

COMM 1006 - Stereotypes and Scandals: Exploring the Power of Mass Communication and Mass Media* (5 credits)

- Students may take this as a non-degree course.

COMM 1008 - Interpersonal Communication for Personal and Professional Success* (5 credits)

- Students may take this as a non-degree course.

COMM 2002 - Fundamentals of Public Speaking* (5 credits)

- Students may take this as a non-degree course.

COMM 4001 - Intercultural Communication* (5 credits)

- Students may take this as a non-degree course.

ENGL 1010 - Writing With Confidence and Purpose* (5 credits)

- Students may take this as a non-degree course.

ENGL 2002C - Professional Writing for Successful Communication* (5 credits)

- Students may take this as a non-degree course.

Humanities

(Minimum of two courses; HMNT 1001 may be required by program)

ARTS 2001C - Fundamentals of Photographic Arts* (5 credits)

- Students may take this as a non-degree course.

ENGL 2050C - Women's Literature and Social Change* (5 credits)

- Students may take this as a non-degree course.

ENGL 2110 - Creative Writing: Fundamentals of Short Fiction* (5 credits)

- Students may take this as a non-degree course.

ENGL 3110C - Creative Writing: Nonfiction and Poetry* (5 credits)

- Students may take this as a non-degree course.

HMNT 1001 - Living and Learning in the Technological World (6 credits) HMNT 1050C - Humanities Through the Arts* (5 credits)

- Students may take this as a non-degree course.

HMNT 3001C - Modern Popular Culture* (5 credits)

- Students may take this as a non-degree course.

PHIL 1001S - Introduction to Philosophy* (5 credits)

- Students may take this as a non-degree course.

PHIL 2001C - Ethics* (5 credits)

- Students may take this as a non-degree course.

PHIL 3010 - Science and Spirituality* (5 credits)

- Students may take this as a non-degree course.

RELG 2001C - World Religions* (5 credits)

- Students may take this as a non-degree course.

Mathematics/Natural Sciences

(Minimum of two courses)

BIOL 1001 - Introduction to Biology* (5 credits)

- Students may take this as a non-degree course.

BIOL 2320C - Nutritional Science* (5 credits)

- Students may take this as a non-degree course.

BIOL 3020 - Essentials of Human Anatomy and Physiology* (5 credits)

- Students may take this as a non-degree course.

CHEM 1001 - Introduction to Chemistry* (5 credits)

- Students may take this as a non-degree course.

MATH 1030 - College Math* (5 credits)

- Students may take this as a non-degree course.

MATH 1040 - College Algebra Concepts* (5 credits)

- Students may take this as a non-degree course.

NASC 1001S - Environmental Science* (5 credits)

- Students may take this as a non-degree course.

PHSC 1001C - Earth Science* (5 credits)

- Students may take this as a non-degree course.

SCNC 4001C -Analyzing Contemporary Scientific Controversies* (5 credits)

- Students may take this as a non-degree course.

STAT 3001 - Statistical Methods and Applications* (5 credits)

- Students may take this as a non-degree course.

Social Sciences

(Minimum of two courses)

ANTH 3001C - Indigenous Peoples in the Modern World (5 credits)

ECON 1002 - Microeconomics* (5 credits)

- Students may take this as a non-degree course.

GEOG 1001 - World Regional Geography* (5 credits)

- Students may take this as a non-degree course.

HIST 2005 - World History 1900-1945* (5 credits)

- Students may take this as a non-degree course.

HIST 2006 - World History 1945-2000* (5 credits)

- Students may take this as a non-degree course.

HIST 2050C - U.S. History Through the Lens of Social Change* (5 credits)

- Students may take this as a non-degree course.

IDST 2050C - Interdisciplinary Experience: Sustaining Quality of Life in the City* (5 credits)

- Students may take this as a non-degree course.

POLI 1001S -American Government and Politics* (5 credits)

- Students may take this as a non-degree course.

PSYC 1001 - Introduction to Psychology* (5 credits)

- Students may take this as a non-degree course.

SOCI 1001S - Introduction to Sociology* (5 credits)

- Students may take this as a non-degree course.

SOCI 2001C - Multicultural Dimensions of Society (5 credits) SOCI 4080C - Social Responsibility (5 credits)

WLDN 2010 - What's Your Problem?*(5 credits)

- Students may take this as a non-degree course.

Programs Requiring Specific General Education Courses

+ Bachelor of Social Work

Required Communication Course:

ENGL 1010 - Writing With Confidence and Purpose* (5 credits)

- Students may take this as a non-degree course.

Required Math Courses:

MATH 1030 - College Math* (5 credits)

- Students may take this as a non-degree course.

OR higher AND

BIOL 1001 - Introduction to Biology* (5 credits)

- Students may take this as a non-degree course.

OR

BIOL 2320C - Nutritional Science* (5 credits)

- Students may take this as a non-degree course.

OR

BIOL 3020 - Essentials of Human Anatomy and Physiology* (5 credits)

- Students may take this as a non-degree course.

Required Social Science Courses:

SOCI 1001S - Introduction to Sociology* (5 credits)

- Students may take this as a non-degree course.

AND

PSYC 1001 - Introduction to Psychology* (5 credits)

- Students may take this as a non-degree course.

AND two courses from the following:

POLI 1001 - American Government and Politics* (5 credits)

- Students may take this as a non-degree course.

HIST 2005- World History 1900-1945* (5 credits)

- Students may take this as a non-degree course.

HIST 2006 - World History 1945-2000* (5 credits)

- Students may take this as a non-degree course.

HIST 2050C - U.S. History Through the Lens of Social Change* (5 credits)

- Students may take this as a non-degree course.

OR

other History/Government course

Required Humanities Courses:

HMNT 1001 - Living and Learning in the Technological World (6 credits)

+BS in Accounting

Required Communication Course:

ENGL 1010 - Writing With Confidence and Purpose* (5 credits)

- Students may take this as a non-degree course.

Required Math Courses:

MATH 1040 - College Algebra Concepts* (5 credits)

- Students may take this as a non-degree course.

Required Humanities Courses:

PHIL 2001 - Ethics* (5 credits)

- Students may take this as a non-degree course.

+ BS in Business Administration

Required Communication Course:

ENGL 1010 - Writing With Confidence and Purpose* (5 credits)

- Students may take this as a non-degree course.

Required Math Course:

MATH 1030 - College Math* (5 credits)

- Students may take this as a non-degree course.

Required Humanities Course:

HMNT 1001 - Living and Learning in the Technological World (6 credits)

+ BS in Business Communication

Required Communication Course:

ENGL 1010 - Writing With Confidence and Purpose* (5 credits)

- Students may take this as a non-degree course.

Required Math Courses:

MATH 1030 - College Math* (5 credits)

- Students may take this as a non-degree course.

Required Humanities Course:

HMNT 1001 - Living and Learning in the Technological World (6 credits)

+ BS in Child Development

Required Communication Course:

ENGL 1010 - Writing With Confidence and Purpose* (5 credits)

- Students may take this as a non-degree course.

Required Math Courses:

MATH 1030 - College Math* (5 credits)

- Students may take this as a non-degree course.

Required Social Science Courses:

SOC! 2001 - Multicultural Dimensions of Society* (5 credits)

- Students may take this as a non-degree course.

Required Humanities Course:

HMNT 1001 - Living and Learning in the Technological World (6 credits)

+ BS in Communication

Required Communication Course:

ENGL 1010 - Writing With Confidence and Purpose* (5 credits)

- Students may take this as a non-degree course.

Required Math Courses:

MATH 1030 - College Math* (5 credits)

- Students may take this as a non-degree course.

Required Humanities Course:

HMNT 1001 - Living and Learning in the Technological World (6 credits)

+ BS in Computer Information Systems

Required Communication Course:

ENGL 1010 - Writing With Confidence and Purpose* (5 credits)

- Students may take this as a non-degree course.

Required Math Courses:

MATH 1040 - College Algebra Concepts* (5 credits)

- Students may take this as a non-degree course.

+ BS in Criminal Justice

Required Communication Course:

ENGL 1010 - Writing With Confidence and Purpose* (5 credits)

- Students may take this as a non-degree course.

Required Math Courses:

MATH 1030 - College Math* (5 credits)

- Students may take this as a non-degree course.

Required Humanities Course:

HMNT 1001 - Living and Learning in the Technological World (6 credits)

+ BS in Elementary Education

Required Communication Course:

ENGL 1010 - Writing With Confidence and Purpose* (5 credits)

- Students may take this as a non-degree course.

Required Math Courses:

MATH 1040 - College Algebra Concepts* (5 credits)

- Students may take this as a non-degree course.

OR

STAT 3001 - Statistical Methods and Applications* (5 credits)

- Students may take this as a non-degree course.

Required Social Science Courses:

HIST 2050C - U.S. History Through the Lens of Social Change* (5 credits)

- Students may take this as a non-degree course.

AND

HIST 2005 - World History 1900-1945* (5 credits)

- Students may take this as a non-degree course.

HIST 2005 - World History 1900-1945* (5 credits)

- Students may take this as a non-degree course.

OR

HIST 2006 - World History 1945-2000* (5 credits)

- Students may take this as a non-degree course.

Required Humanities Course:

HMNT 1001 - Living and Learning in the Technological World (6 credits)

+ BS in Forensic Psychology

Required Communication Course:

ENGL 1010 - Writing With Confidence and Purpose* (5 credits)

- Students may take this as a non-degree course.

COMM 4001 - Intercultural Communication* (5 credits)

- Students may take this as a non-degree course.

COMM 4001 - Intercultural Communication* (5 credits)

- Students may take this as a non-degree course.

Required Math Courses:

MATH 1030 - College Math* (5 credits)

- Students may take this as a non-degree course.

AND

STAT 3001 - Statistical Methods and Applications* (5 credits)

- Students may take this as a non-degree course.

Required Social Science Courses:

PSYC 1001 - Introduction to Psychology* (5 credits)

- Students may take this as a non-degree course.

Required Humanities Course:

HMNT 1001 - Living and Learning in the Technological World (6 credits)

+ BS in Health Studies

Required Communication Course:

ENGL 1010 - Writing With Confidence and Purpose* (5 credits)

- Students may take this as a non-degree course.

Required Math Courses:

MATH 1030 - College Math* (5 credits)

- Students may take this as a non-degree course.

OR

STAT 3001 - Statistical Methods and Applications* (5 credits)

- Students may take this as a non-degree course.

AND

BIOL 3020 - Essentials of Human Anatomy and Physiology* (5 credits)

- Students may take this as a non-degree course.

Required Social Science Courses:

Health Psychology & Behavior concentration only

PSYC 1001 - Introduction to Psychology* (5 credits)

- Students may take this as a non-degree course.

Required Humanities Course:

HMNT 1001 - Living and Learning in the Technological World (6 credits)

+ BS in Healthcare Management

Required Communication Course:

ENGL 1010 - Writing With Confidence and Purpose* (5 credits)

- Students may take this as a non-degree course.

Required Math Courses:

MATH 1030 - College Math* (5 credits)

- Students may take this as a non-degree course.

OR

MATH 1040 - College Algebra Concepts* (5 credits)

- Students may take this as a non-degree course.

AND

BIOL 1001 - Introduction to Biology* (5 credits)

- Students may take this as a non-degree course.

OR

BIOL 3020 - Essentials of Human Anatomy and Physiology* (5 credits)

- Students may take this as a non-degree course.

Required Social Science Courses:

ECON 1002 - Microeconomics* (5 credits)

- Students may take this as a non-degree course.

Required Humanities Course:

HMNT 1001 - Living and Learning in the Technological World (6 credits)

+ BS in Human Services

Required Communication Course:

ENGL 1010 - Writing With Confidence and Purpose* (5 credits)

- Students may take this as a non-degree course.

Required Math Courses:

MATH 1030 - College Math* (5 credits)

- Students may take this as a non-degree course.

Required Social Science Courses:

SOCI 1001S - Introduction to Sociology* (5 credits)

- Students may take this as a non-degree course.

Required Humanities Course:

HMNT 1001 - Living and Learning in the Technological World (6 credits)

+ BS in Information Technology

Required Communication Course:

ENGL 1010 - Writing With Confidence and Purpose* (5 credits)

- Students may take this as a non-degree course.

ENGL 1010 - Writing With Confidence and Purpose* (5 credits)

- Students may take this as a non-degree course.

Required Math Courses:

MATH 1040 - College Algebra Concepts* (5 credits)

- Students may take this as a non-degree course.

+ BS in Nursing (Completion Program)

Required Communication Course:

ENGL 1010 - Writing With Confidence and Purpose* (5 credits)

- Students may take this as a non-degree course.

Required Math/Natural Sciences Courses:

BIOL 3020 - Essentials of Human Anatomy and Physiology* (5 credits)

- Students may take this as a non-degree course.

AND

STAT 3001 - Statistical Methods and Applications* (5 credits)

- Students may take this as a non-degree course.

OR

PSYC 3002 - Introduction to Basic Statistics* (5 credits)

- Students may take this as a non-degree course.

AND

BIOL 2888 - Microbiology (5 credits)

- Note: Microbiology is not currently offered at Walden University. Students who do not have a transferable Microbiology course may be eligible to substitute one 5-credit Science course

+ BS in Psychology

Required Communication Course:

ENGL 1010 - Writing With Confidence and Purpose* (5 credits)

- Students may take this as a non-degree course.

Required Math Courses:

MATH 1030 - College Math* (5 credits)

- Students may take this as a non-degree course.

Required Social Science Courses:

PSYC 1001 - Introduction to Psychology* (5 credits)

- Students may take this as a non-degree course. Forensic Psychology concentration only:

PSYC 1001 - Introduction to Psychology* (5 credits)

- Students may take this as a non-degree course.

AND

POLI 1001 -American Government and Politics* (5 credits)

- Students may take this as a non-degree course.

Required Humanities Course:

HMNT 1001 - Living and Learning in the Technological World (6 credits)

✦ BS in Public Health

Required Communication Course:

ENGL 1010 - Writing With Confidence and Purpose* (5 credits)

- Students may take this as a non-degree course.

Required Math Courses:

STAT 3001 - Statistical Methods and Applications* (5 credits)

- Students may take this as a non-degree course.

AND

BIOL 3020 - Essentials of Human Anatomy and Physiology* (5 credits)

- Students may take this as a non-degree course.

Required Social Science Courses:

Health Psychology & Behavior concentration only:

PSYC 1001 - Introduction to Psychology* (5 credits)

- Students may take this as a non-degree course.

Required Humanities Course:

HMNT 1001 - Living and Learning in the Technological World (6 credits)

BS in Communication

The BS in Communication program offers a comprehensive approach to the study of communication, integrating topics from interpersonal, organizational, digital, marketing, public speaking, mass media, public relations, and crisis communication. The program invites students to apply foundational theories of communication and encounter the best thinking across the various fields of communication studies. Because communication is relevant to every human endeavor, the program spans academic disciplines and societal boundaries leading to real life applications. This multidisciplinary approach extends to Communication students selecting a concentration that produces graduates with practical communication skills needed for success in personal, communal, and professional settings. Emphasis is given to the development of strong communication skills leading to ethical human interaction in diverse environments.

Learning Outcomes

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

1. Articulate the importance of thoughtful message creation and delivery in personal, family, work, social, political, and community life.
2. Demonstrate active listening skills to effectively receive, process, and respond to verbal and nonverbal communication delivered through various communication channels.
3. Identify the influences that organizational and societal structures, practices, and paradigms have on access to communication modalities, as well as the content of messages delivered in social media, political discourse, mass communication, and interpersonal interactions.

4. Evaluate the implications of ethical choices in a situation and their impact on the communication process and outcomes for all stakeholders.
5. Synthesize diverse contexts and worldviews into effective communication practices accommodating difference, demonstrating respect for diversity and uniqueness, and creating opportunities for collaboration.
6. Distinguish among communication platforms and approaches to select those most appropriate for delivery of a specific message to a target audience.

Degree Requirements

- 181 total quarter credits
- General education courses (46 credits)
- Core courses (50 credits)
- Concentration courses (0-25 credits, depending on concentration)
- Elective courses (55-80 credits, depending on concentration)
- Capstone course (5 credits)

Curriculum

General Education Courses (46 credits)

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

Note: A minimum of 60 quarter credits must be completed at the 3000 or 4000 level in order to meet program requirements. In some cases, this means that students will need to select 3000 or 4000 level courses as either general education or elective options. Students should consult their student success advisor if they have questions about individual program requirements.

Core Courses (50 credits)

COMM 1010 - Introduction to Communication* (5 credits)

- Students may take this as a non-degree course.

COMM 1006 - Stereotypes and Scandals: Exploring the Power of Mass Communication and Mass Media* (5 credits)

- Students may take this as a non-degree course.

COMM 1008 - Interpersonal Communication for Personal and Professional Success* (5 credits)

- Students may take this as a non-degree course.

COMM 2001 - Dynamics of Group Communication* (5 credits)

- Students may take this as a non-degree course.

COMM 2002 - Fundamentals of Public Speaking* (5 credits)

- Students may take this as a non-degree course.

COMM 2005 - Digital Storytelling* (5 credits)

- Students may take this as a non-degree course.

COMM 3004 - Communication Theory* (5 credits)

- Students may take this as a non-degree course.

COMM 3001 -Applied Interpersonal Communication* (5 credits)

- Students may take this as a non-degree course.

COMM 4101 - Organizational Communication* (5 credits)

- Students may take this as a non-degree course.

COMM 4001 - Intercultural Communication* (5 credits)

- Students may take this as a non-degree course.

Concentration Courses (0-25 credits)

These courses are dependent upon the particular concentration. Please see the course list on each concentration page.

+ General Program

The BS in Communication General Program is for students interested in building core communication skills that can be applied in a variety of areas of life, from interpersonal interactions to global corporations and mass markets. These skills can be utilized in both for-profit and not-for-profit organizations. In this concentration, students explore what factors influence communication, the variety of forms of communication, the theories and practices that undergird effective communication, listening skills, and the central role communication plays in creating and sustaining organizations, cultures, and global societies.

Degree Requirements

- 181 total quarter credit hours
- General education courses (46 credits)
- Core courses (50 credits)
- Elective courses (80 credits)
- Capstone course (5 credits)

Concentration Curriculum Electives (80 credits)

Choose 16 courses from General Education, BS in Communication, other Walden bachelor's degree programs, or Accelerate into Master's (AIM) courses. **At least 35 credits must be at the 3000 level or higher.** Elective credits should total 80 to meet program requirements. Students may also be eligible to transfer previous credit to meet their elective requirements.

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

+ Concentration in Healing, Hierarchy, Healthcare, and Wholeness

Driven by scientific discoveries and technological advancements, healthcare has made remarkable strides in improving the length and quality of life in every corner of the globe. With these advancements and specializations comes a tendency toward reduction of the patient to a singular organ system or body part. In addition, medical language presents a barrier to partnership with patients in their own healing. At the same time, medicine is practiced in ever-increasing complex organizational structures, cultural expectations, and regulatory environments.

This concentration provides a broad understanding of the healthcare environment, culture, and organizations through which care is provided. It develops skills and insights that enable effective communication with providers and patients at many levels of provider interactions, as well as knowledge of how to operate within an organization as the organization interfaces with the larger world. These fundamental skills enhance students' abilities and marketability in the workplace and provide confidence and skills for more effective advocacy, life management, and interpersonal relationships.

Degree Requirements

- 181 total quarter credit hours
- General education courses (46 credits)
- Core courses (50 credits)

- Concentration Courses (25 credits)
- Elective courses (55 credits)
- Capstone course (5 credits)

Concentration Curriculum

Concentration Courses (25 credits)

HLTH 3105 - Interprofessional Teamwork in Healthcare* (5 credits)

- Students may take this as a non-degree course.

NURS 3110 - Information Management and Patient Care Technology* (5 credits)

- Students may take this as a non-degree course.

PREL 4103 - Crisis Communications* (5 credits)

- Students may take this as a non-degree course.

MGMT 4400 - Organizational Behavior and Management* (5 credits)

- Students may take this as a non-degree course.

AND

RELG 2001C - World Religions* (5 credits)

- Students may take this as a non-degree course.

OR

ANTH 3001C - Indigenous Peoples in the Modern World (5 credits)

Electives (55 credits)

Choose 11 courses from General Education, BS in Communication, other Walden bachelor's degree programs, or Accelerate Into Master's (AIM) courses. **At least 15 credits must be at the 3000 level or higher.** Elective credits should total 80 to meet program requirements. Students may also be eligible to transfer previous credit to meet their elective requirements.

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

✦ Concentration in Organizational Society, Branding, and Global Citizenship

Communication is not a "soft skill" that helps individuals function more effectively in organizations. Communication is what creates and constitutes every organization. Common ground, coordinated activity, and creative energy toward achieving a common goal require the articulation of a vision, establishment of processes, and instantiation of culture, policies, and procedures.

We live in an organizational world, and participation in society and work requires ease maneuvering within, among, and between multiple organizations. This concentration provides insights on how to effectively communicate within the organizations that form the superstructure of our lives. Students in this concentration examine how to promote our common humanity within bureaucratic and organizational structures large and small, and how to effectively work within these structures in ways that contribute positively to our global existence. This concentration provides skills, tools, and an analytical framework so that you and your organization can be "here for good." It applies communication theory to help identify individual and corporate needs, understand goals, and select appropriate communication strategies for effective, collaborative results.

Degree Requirements

- 181 total quarter credit hours
- General education courses (46 credits)
- Core courses (50 credits)
- Concentration Courses (25 credits)
- Elective courses (55 credits)
- Capstone course (5 credits)

Concentration Curriculum

Concentration Courses (25 credits)

COMM 3002 - Negotiation and Persuasion* (5 credits)

- Students may take this as a non-degree course.

MEDC 3001 - Communicating Through Media and Technology* (5 credits)

- Students may take this as a non-degree course.

PREL 4103 - Crisis Communications* (5 credits)

- Students may take this as a non-degree course.

PSPA 4030 - Communication for Social Change* (5 credits)

- Students may take this as a non-degree course.

MGMT 4400 - Organizational Behavior and Management* (5 credits)

- Students may take this as a non-degree course.

Electives (55 credits)

Choose 11 courses from General Education, BS in Communication, other Walden bachelor's degree programs, or Accelerate into Master's (AIM) courses. **At least 10 credits must be at the 3000 level or higher.** Elective credits should total 80 to meet program requirements. Students may also be eligible to transfer previous credit to meet their elective requirements.

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

✦ Concentration in Possibilities, Problems, and the Human Condition

We are social beings connected by communication, common purpose, and a shared humanity. This practical concentration focuses on consideration of the human condition, communication theory that provides insights and understanding of many levels and types of communication, and strategies to improve your communication capabilities. This concentration develops your ability to solve problems at home and work, effectively advocate for yourself and others, enhance connection in your most significant, meaningful relationships, and create positive social change.

Degree Requirements

- 181 total quarter credit hours
- General education courses (46 credits)
- Core courses (50 credits)
- Concentration Courses (25 credits)
- Elective courses (55 credits)
- Capstone course (5 credits)

Concentration Curriculum

Concentration Courses (25 credits)

WLDN 2010 - What's Your Problem?* (5 credits)

- Students may take this as a non-degree course.

COMM 3002 - Negotiation and Persuasion* (5 credits)

- Students may take this as a non-degree course.

PSPA 4030 - Communication for Social Change* (5 credits)

- Students may take this as a non-degree course.

Select one of the following:

MEDC 4101 - Leveraging Emerging Media for Mass Communication* (5 credits)

- Students may take this as a non-degree course.

MEDC 4102 - Emerging Media and Global Communication* (5 credits)

- Students may take this as a non-degree course.

Select one of the following:

RELG 2001C - World Religions* (5 credits)

- Students may take this as a non-degree course.

ANTH 3001C - Indigenous Peoples in the Modern World (5 credits) HMNT 3001C - Modern Popular Culture* (5 credits)

- Students may take this as a non-degree course.

IDST 4002 - Seminar in Public Service* (5 credits)

- Students may take this as a non-degree course.

Electives (55 credits)

Choose 11 courses from General Education, BS in Communication, other Walden bachelor's degree programs, or Accelerate into Master's (AIM) courses. **At least 20 credits must be at the 3000 level or higher.** Elective credits should total 80 to meet program requirements. Students may also be eligible to transfer previous credit to meet their elective requirements.

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

Electives (55-80 credits)

Electives are dependent upon the particular concentration. Please see the elective requirements on each concentration page.

Capstone Course (5 credits)

COMM 4901 - Communication Capstone (5 credits)