

WALDEN UNIVERSITY

2025-2026

Walden University

Student Catalog

(August 2025)

**WALDEN
UNIVERSITY**

SET A COURSE FOR CHANGE™

Academic Offices

Walden University

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Fall 2025-2026 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,



Calendar at a Glance

2024-2025 Quarter

Fall Quarter 2024: August 26, 2024 - November 10, 2024

Winter Quarter 2024-2025: November 25, 2024 - February 09, 2025

Spring Quarter 2025: February 24, 2025 - May 11, 2025

Summer Quarter 2025: May 26, 2025 - August 10, 2025

2025-2026 Quarter

Fall Quarter 2025: August 25, 2025 - November 16, 2025

Winter Quarter 2025-2026: November 24, 2025 - February 15, 2026

Spring Quarter 2026: February 23, 2026 - May 17,

2026 **Summer Quarter 2026:** May 25, 2026 - August

16, 2026

2024-2025 Semester

Fall Semester 2024: September 2, 2024 - December 22, 2024

Spring Semester 2025: January 6, 2025 - April 27, 2025

Summer Semester 2025: May 5, 2025 - August 24, 2025

2025-2026 Semester

Fall Semester 2025: September 1, 2025 -December 21, 2025

Spring Semester 2026: January 5, 2026 -April 26, 2026

Summer Semester 2026: May 4, 2026 - August 23, 2026

Tempo Learning®

January 6, 2025 - April 6, 2025
February 3, 2025 – May 4, 2025
March 3, 2025 – June 1, 2025
April 7, 2025 – July 6, 2025
May 5, 2025 – August 3, 2025
June 2, 2025 – August 31, 2025
July 7, 2025 – October 5, 2025
August 4, 2025 – November 2, 2025
September 1, 2025 – November 30, 2025
October 6, 2025 – January 4, 2026
November 3, 2025 – February 1, 2026
December 1, 2025 – March 1, 2026
January 5, 2026 – April 5, 2026
February 2, 2026 – May 3, 2026
March 2, 2026 – May 31, 2026
April 6, 2026 – July 5, 2026
May 4, 2026 – August 2, 2026
June 1, 2026 – August 30, 2026
July 6, 2026 – October 4, 2026
August 3, 2026 – November 1, 2026

Walden Tempo Learning® subscriptions 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 subscription. Students will continue to enroll in subsequent 3-month subscriptions until they successfully complete all their program's Competency Assessments and graduate.

Subscription 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 Fall 2025-2026 *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 **August 25, 2025**.

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

August 2025

- Updated the following courses:
 - PSYR 8210
 - FPSY 8992
 - FPSY 8993
 - FPSY 8994
- Added the following course:
 - ENGL 1015S

July 2025

- Updated the following page:
 - Accelerate into Master's (AIM)
 - RSCH 5110F
- Updated the following page:
 - College of Interdisciplinary Undergraduate Studies: BS in Communication
 - Concentration in Healing, Hierarchy, Healthcare, and Wholeness (not currently accepting new students)
 - Concentration in Organizational Society, Branding, and Global Citizenship (not currently accepting new students)
 - Concentration in Possibilities, Problems, and the Human Condition (not currently accepting new students)
 - The Richard W. Riley College of Education and Human Sciences
 - College of Health Sciences and Public Policy
 - College of Management and Human Potential
 - Doctoral Programs: PhD in Health Services

- College of Psychology and Community Services
- The Richard W. Riley College of Education and Human Sciences
 - PhD in Developmental Psychology
 - MS in Developmental Psychology
 - MS in Psychology
- College of Health Sciences and Public Policy: Master of Public Administration (MPA) ▪ Course Sequence
- Doctoral Capstone Preproposal Starter Kit:
 - Preparation
 - Revision and Self-Editing Skills
 - Writing as a Process
 - Foundation
- College of Allied Health: Master of Science in Clinical Psychology
- College of Social and Behavioral Health: Doctor of Social Work (DSW)
 - Accreditation Statement
-
- Updated the following courses:
 - PRCM: All Courses
 - NRNP and PRAC Courses
 - DRNP Courses
 - PRAC Courses

June 2025

- Updated the following page:
 - College of Psychology and Community Services: PhD in Human Services Specialization Courses
 - General Program
 - Advanced Research
 - Family Studies and Interventions
 - Mental Health
 - Military Families and Culture

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

Walden University does not tolerate discrimination or harassment and is committed to maintaining an academic and workplace environment free of discrimination and harassment based on race, color, national origin, sex, religion, age, disability, veteran status, marital status, or other legally protected characteristics.

Link to Notice of Nondiscrimination: [Student Safety/Title IX | Walden University](#)

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 August 25, 2025.

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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 2025-2026 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 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 student handbook contains general policies and procedures for all Walden students.

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

Walden University Website

Administrative Offices

6100 Merriweather Dr
8th Floor
Columbia, MD 21044
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 problemsolving.

- **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 (DBA) 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 (DBA), 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.

Walden also expanded its Tempo Learning® programs to include a Bachelor of Science in Nursing (RNBSN) 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 (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 Healthy Communities and Organizations. 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 Healthy Communities and Organizations 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

Healthy Communities and Organizations

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

Vision and Goals

Vision

Walden University envisions a premier, inclusive online learning community where knowledge and professional competencies are valued for their contributions to solving critical societal challenges and advancing the greater global good.

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 scholarpractitioners (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 program) 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 (DBA), 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.

**This accreditation was active from January 2013 – December 2023.

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).



Commission on Accreditation of Healthcare Management Education (CAHME)



Walden University's Master of Healthcare Administration (MHA) program is proudly recognized as programmatically accredited by the Commission on Accreditation of Healthcare Management Education (CAHME) for an initial 3-year period. For additional information, visit the CAHME website, call 301-298-1820, or email CAHME.

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 programs 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, 1747 North Market Blvd., Suite 225, Sacramento, California, 95834, (916) 574-8900 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 and 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.

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 offer field placement components for 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 at 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 2023)

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
- Biometric data
- Geolocation data
- 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.
 - From you during your course of study or period of enrollment with us.
- Offline
 - 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
 - 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.
 - 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.
 - To provide the Services' functionality to you, such as arranging access to your registered account and providing you with related assistance.
 - 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.
 - To complete your transactions and provide you with related assistance.
 - To send administrative information to you, such as changes to our terms, conditions and policies.
 - To allow you to send messages to another person if you choose to do so.
 - To respond to valid government inquiries.

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
 - To send you marketing related emails, with information about our services and other news about us.
 - 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.

- 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.
- 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.
- 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.
 - We may offer you the opportunity to participate in a sweepstakes, contest, or other promotion.
 - 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.
 - 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.
 - For data analysis, for example, to improve the efficiency of our Services;
 - For audits, to verify that our internal processes function as intended and are compliant with legal, regulatory or contractual requirements;
 - For fraud and security monitoring purposes, for example, to detect and prevent cyberattacks or attempts to commit identity theft;
 - For developing new services;
 - For enhancing, improving, or modifying our current services;
 - For identifying usage trends, for example, understanding which parts of our Services are of most interest to users;
 - For determining the effectiveness of our promotional campaigns, so that we can adapt our campaigns to the needs and interests of our users; and
 - 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.
 - 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.
 - **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

- 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
 - 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
 - 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 goingforward 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 optout 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:
 - From Australia: Your Online Choices
 - From Canada: AdChoices
 - From Europe: European Interactive Digital Advertising Alliance (EDAA)
 - 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 6100 Merriweather Dr, 8th Floor, Columbia, MD 21044, 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**

If you are located in the EEA, you also may lodge a complaint with a data protection authority for your country or region or where an alleged infringement of applicable data protection law occurs.

Additional Information for Individuals in California

Under the California Consumer Privacy Act (“CCPA”), California residents have the right to not receive discriminatory treatment for the exercise of the privacy rights conferred by the CCPA. California residents also have the right to designate an authorized agent to make a request under the CCPA on the resident’s behalf.

Trademarks, Copyright, and Disclaimers

Trademarks

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print, copy, reproduce, distribute, transmit, upload, download, store, display in public, alter, or modify these materials.

Link Policy and Disclaimer

Walden University is not responsible for the content of any third-party-linked site that is not owned by Walden University, or of any other links contained in such third-party sites. Walden University provides links for students' convenience only, and the inclusion of any link to a site not owned by Walden is not an endorsement by Walden of the site or its contents. Walden University assumes no responsibility for any other party's site hyperlinked to the Walden University website or in which any part of the Walden University website has been hyperlinked. No permission is granted here for students to use Walden University's icons, site address, or other means to hyperlink other Internet sites with any page in the Walden University website. Students must obtain prior written permission to hyperlink in any manner to the Walden University website.

Warranty and Other Disclaimers

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

Statement of Ownership

Walden University is a member of Adtalem Global Education Inc. (NYSE: ATGE; member S&P MidCap 400 Index), a leading workforce solutions provider headquartered in the United States. Adtalem's purpose is to empower students to achieve their goals, find success and make inspiring contributions to our global community. Adtalem Global Education Inc. is the parent organization of American University of the Caribbean School of Medicine, Chamberlain University, Ross University School of Medicine, Ross University School of Veterinary Medicine, and Walden University. For more information, please visit adtalem.com.

Adtalem Global Education – Home Office

500 W. Monroe Street, Suite 28

Chicago, IL 60661

Telephone Number: 312.651.1400

www.adtalem.com

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 résumé or CV, rather than part of education with earned academic degrees. Thus, the honorary degree should come after one's name on the résumé 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.

Associate President's 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)

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.* BSAIM 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.

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.

The Richard W. Riley College of Education and Human Sciences

MS in Health Education and Promotion

Choose up to four courses.

Notes: These courses are 11 weeks in length.

HLTH 5005 MUST be taken first.

HLTH 5005, HLTH 5110, and HLTH 5205 must be taken before HLTH 5412.

HLTH 5005 - Introduction to Health and Wellness Education Profession (5 credits)

HLTH 5110 - Health and Wellness Education Competency Based Practice (5 credits)

HLTH 5205 - Assessing Health and Wellness Needs for Communities (5 credits)

HLTH 5412 - Health and Wellness Education Communication and Technology Strategies (5 credits) **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.

DPSY 5111 - Themes and Theories of Developmental Psychology (5 credits)

DPSY 5218 - Gender and Human Development (5 credits)

DPSY 5121 - Development in the Digital Age (5 credits)

PSYC 5215 - Lifespan Development (5 credits)

MS in Psychology

Students may select up to five courses for the listed specializations. Individual course prerequisites apply.

Note: These courses are 11 weeks in length.

Applied Psychology

PSYC 5100 - Themes and Theories of Psychology (5 credits)

PSYC 5215 - Lifespan Development (5 credits)

PSYC 5225 - Biopsychology (5 credits)

PSYC 5701 - Culture and Psychology (5 credits)

PSYC 5781 - Psychopathology From a Clinical Perspective (5 credits)

Digital Psychology

PSYC 5121 - Development in the Digital Age (5 credits)

PSYC 5122 - Understanding Digital Data in the Changing Economic Landscape (5 credits)

PSYC 5123 - Personal and Social Life in the Digital World (5 credits)

PSYC 5215 - Lifespan Development (5 credits)

PSYC 5100 - Themes and Theories of Psychology (5 credits)

Educational Psychology

PSYC 5100 - Themes and Theories of Psychology (5 credits)

PSYC 5131 - Theories of Learning (5 credits)

PSYC 5215 - Lifespan Development (5 credits)

PSYC 5701 - Culture and Psychology (5 credits)

PSYC 5765 - Educational Psychology (5 credits)

General Psychology

PSYC 5100 - Themes and Theories of Psychology (5 credits)

PSYC 5215 - Lifespan Development (5 credits)

PSYC 5220 - Psychology of Personality (5 credits)

PSYC 5245 - Social Psychology (5 credits)

PSYC 5701 - Culture and Psychology (5 credits)

Health Psychology

PSYC 5100 - Themes and Theories of Psychology (5 credits) >

PSYC 5215 - Lifespan Development (5 credits)

PSYC 5242 - Changing Health Behavior: Theory and Practice (5 credits)

PSYC 5701 - Culture and Psychology (5 credits)

PSYC 5745 - Health Psychology (5 credits)

Social Psychology

PSYC 5100 - Themes and Theories of Psychology (5 credits)

PSYC 5215 - Lifespan Development (5 credits)

PSYC 5245 - Social Psychology (5 credits)

PSYC 5296 - Social Cognition and Attitudes (5 credits)

PSYC 5701 - Culture and Psychology (5 credits)

Self-Designed

PSYC 5100 - Themes and Theories of Psychology (5 credits)

PSYC 5215 - Lifespan Development (5 credits)

PSYC 5245 - Social Psychology (5 credits)

PSYC 5701 - Culture and Psychology (5 credits)

College of Health Sciences and Public Policy

Master of Public Administration (MPA)

Students may select up to five of these courses. Individual course prerequisites apply.

Note: These courses are 11 weeks in length.

MMPA 5200 - Principles of Public Administration (5 credits)

MMPA 5405 - Ethics and Social Justice (5 credits)

MMPA 5431 - Finance and Budgeting for the Public Sector (5 credits)
MMPA 5441 - Human Resources Management and Strategic Planning (5 credits)
MMPA 5480 - Evidence-Based Evaluation Methods (5 credits)
MMPA 5451 - Public Policy Analysis (5 credits)

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.

NPMG 5200 - Introduction to the Nonprofit Sector (5 credits)
NPMG 5405 - Ethics and Social Justice (5 credits)
NPMG 5420 - Organizational Management and Leadership (5 credits)
NPMG 5435 - Human Resource Management: Building a Capable Workforce (5 credits)
NPMG 5480 - Evidence-Based Evaluation Methods (5 credits)

College of Management and Human Potential

Master of Business Administration (MBA)

Students may select any or all of these courses. Individual course prerequisites apply.

Notes: These courses are 11 weeks in length.

MBAX 5000 - Dynamic Leadership (5 credits)
MBAX 5010 Managing People and Promoting Collaboration (5 credits)
MBAX 5030 Managing Business Information Systems (5 credits)
MBAX 5060 Marketing for Competitiveness (5 credits)

Master of Healthcare Administration (MHA)

Students may select any or all of these courses. Individual course prerequisites apply.

Notes: These courses are 11 weeks in length.

Students can take no more than two master's-level courses per term.

Students must complete all general education and core requirements before beginning AIM courses.

MMHA 5050 - Delivery of Healthcare (5 credits)
MMHA 5200 - Creating Healthy Communities (5 credits)
MMHA 5300 - Law and Ethics in Healthcare (5 credits)
MMHA 5501 – Leadership within the Healthcare Sector (5 credits)

MMHA 5900 - Healthcare Quality Management (5 credits)

MS in Industrial and Organizational (I/O) Psychology

Students may select up to five courses for the listed specializations. Individual course prerequisites apply.

Note: These courses are 11 weeks in length.

General Practice

IPSY 5100 - Themes and Theories of I/O Psychology (5 credits)

PSYC 5214 - Consulting for Organizational Change (5 credits)

PSYC 5480 - Psychology of Organizational Behavior (5 credits)

PSYC 5706 - Ethics and Standards of Industrial Organizational Psychology (5 credits)

PSYC 5755 - Leadership and Leader Development (5 credits)

Consulting Psychology

IPSY 5100 - Themes and Theories of I/O Psychology (5 credits)

PSYC 5005 - Business Concepts for the Organizational Development Professional (5 credits)

PSYC 5214 - Consulting for Organizational Change (5 credits)

PSYC 5216 - Dynamics of Contemporary, International, and Virtual Organizations (5 credits)

PSYC 5480 - Psychology of Organizational Behavior (5 credits)

Evidence-Based Coaching

IPSY 5100 - Themes and Theories of I/O Psychology (5 credits)

PSYC 5214 - Consulting for Organizational Change (5 credits)

PSYC 5480 - Psychology of Organizational Behavior (5 credits)

PSYC 5755 - Leadership and Leader Development (5 credits)

Human Resource Management

IPSY 5100 - Themes and Theories of I/O Psychology (5 credits)

PSYC 5214 - Consulting for Organizational Change (5 credits)

PSYC 5480 - Psychology of Organizational Behavior (5 credits)

PSYC 5755 - Leadership and Leader Development (5 credits)

International Business

- IPSY 5100 - Themes and Theories of I/O Psychology (5 credits)
- PSYC 5214 - Consulting for Organizational Change (5 credits)
- PSYC 5216 - Dynamics of Contemporary, International, and Virtual Organizations (5 credits)
- PSYC 5480 - Psychology of Organizational Behavior (5 credits)

Self-Designed

- IPSY 5100 - Themes and Theories of I/O Psychology (5 credits)
- PSYC 5214 - Consulting for Organizational Change (5 credits)
- PSYC 5480 - Psychology of Organizational Behavior (5 credits)
- PSYC 5755 - Leadership and Leader Development (5

credits) **MS in Information Technology**

Students may select any or all of these courses. Individual course prerequisites apply.

Note: These courses are 11 weeks in length.

- MITC 5111 - Information Technology in the Organization (5 credits)
- MITC 5115 - Computer Networking and Operating Systems (5 credits)
- MITC 5030 - Principles of Programming (5 credits)
- MITC 5145 – Enterprise Database Design (5 credits)

College of Nursing

Master of Science in Nursing (MSN)

Note: These courses are 11 weeks in length.

Students must be admitted to the RN-BSN-MSN track to complete these AIM courses.

- NURS 5050 - Policy and Advocacy for Improving Population Health (5 credits)
- NURS 5051 - Transforming Nursing and Healthcare Through Technology (5 credits)
- NURS 5052 - Essentials of Evidence-Based Practice (5 credits)

College of Psychology and Community Services

MS in Forensic Psychology

Students may select up to five of these courses. Individual course prerequisites apply.

Note: These courses are 11 weeks in length.

- FPSY 5102 - Intersection of Crime, Psychology, and the Law (5 credits)

RSCH 5110F - Research Theory, Design, and Methods (5 credits)
FPSY 5126 - Understanding Violence, Risk, and Threat Assessment (5 credits)
FPSY 5135 - Criminal Behavior (5 credits)
FPSY 5720 - Abnormal Behavior (5 credits)

MS in Human Services

Students may select up to four of these courses. Individual prerequisites apply.

Note: These courses are 11 weeks in length.

HUMN 5162 - Cultural Humility and Diversity (5 credits)
HUMN 5160 - The Advanced Human Services Practitioner in a Changing World (5 credits)
HUMN 5210 - Management and Leadership Development in Human Services (5 credits)
HUMN 5161 - Assessment, Triage, and Motivational Interviewing (5 credits)
HUMN 5205 - Introduction to the Nonprofit Sector (5

credits) **MS in Criminal Justice**

Students may select any or all of these courses. Individual course prerequisites apply.

Note: These courses are 11 weeks in length.

CRJS 5137 - The Nature of Crime and Criminology (5 credits)
CRJS 5203 - Victimology (5 credits)
CRJS 5215 - Controversies in Criminal Justice (5 credits)
CRJS 5217 - Technological Solutions and 21st-Century Crime (5 credits)
CRJS 5511 - Special Populations (5 credits)

MS in Criminal Justice Leadership and Executive Management

Students may select any or all of these courses. Individual course prerequisites apply.

Note: These courses are 11 weeks in length.

CRJS 5137 - The Nature of Crime and Criminology (5 credits)
CRJS 5215 - Controversies in Criminal Justice (5 credits)

College of Social and Behavioral Health

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.

Note: These courses are 10 weeks in length.

These courses must be taken in the order listed. HUMN 5001 must be taken with HUMN 5100.

HUMN 5001 Professional Dispositions and New Student Orientation (1 Credit)

HUMN 5100 - Introduction to Mental Health Counseling (5 credits)

HUMN 5722 - Counseling and Psychotherapy Theories (5 credits)

HUMN 5306 Ethics and Legal Issues in Counseling (5 credits)

HUMN 5316 - Techniques of Counseling (5 credits)

HUMN 5723 - Multicultural Counseling (5 credits) >

Note: These courses must be taken in the order listed. BS in Psychology: PSYC 5001 must be taken with PSYC 5102.

PSYC 5001 Professional Dispositions and New Student Orientation (1 Credit)

PSYC 5102 - Introduction to Mental Health Counseling (5 credits)

PSYC 5722 - Counseling and Psychotherapy Theories (5 credits)

PSYC 5316 - Techniques in Counseling (5 credits)

PSYC 5306 - Ethics and Legal Issues in Counseling (5 credits)

PSYC 5723 - Multicultural Counseling (5 credits)

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

[Search Faculty Member Biographies](#)

School of Lifelong Learning

Mission

The School of Lifelong Learning was created to support the needs and goals of working adults. Lifelong learners are given unique opportunities to grow and succeed through flexible, non-degree course offerings.

Continue Learning with Walden

Walden University's School of Lifelong Learning offers flexible non-degree course offerings to support the needs and goals of working adults and provides lifelong learners with unique opportunities to grow and succeed. Additionally, students may register through the School of Lifelong Learning for credit bearing courses that are made available by the colleges and schools. Review our Frequently Asked Questions to learn more.

**Walden University's
School of Lifelong Learning**

Explore all for-credit individual courses and professional development offerings.

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

Master's Degree Programs

- Master of Science in Clinical Psychology

Doctoral Degree Programs

- PhD in Clinical Psychology
- PsyD in Behavioral Health Leadership

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 evidencebased 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 (1 credits)
- Core courses (54 credits)
- Research courses (25 credits)
- Electives courses (5 credits)
- Research Skills Labs (0 credit per term for a minimum of 5 terms)
- Professional Development Series (0 credit per term for a minimum of 12 terms)
- Field Experience Preparation Course (0 credit)
- Clinical practicum (6 credits)
- Internship (12 credits)
- Blended Academic Year in Residence (40 credits; 45 credits for Illinois students) •
Completion of the Doctoral Dissertation
 - Dissertation writing courses (20 credits; 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 (1 credit)

CPSY 8002 - Foundations of Graduate Studies in Clinical Psychology (1 credit)

Core Courses (45 credits)

CPSY 8205 Introduction to Psychotherapy (4 credits)

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

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

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

CPSY 8209 Ethics and Standards of Psychological Practice (5 credits)

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

CPSY 8215 - Lifespan Development (5 credits)

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

CPSY 8225 Theories of Personality (4 credits)

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

CPSY 8226 - Biopsychology (5 credits)

- Students may take this a non-degree course.

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

- Students may take this a non-degree course.

CPSY 8247 - Social Psychology (5 credits)

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

CPSY 8280 Field Readiness Assessment (1 credit)

CPSY 8316 - Tests and Measurement (5 credits)

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

CPSY 8421 Multicultural Psychology (5 credits)

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

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

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

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)

- Students may take this a non-degree course.

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)

- Students may take this a non-degree course.

Elective Courses (5 credits)*

For the General program, select one course from any of the PhD in Clinical Psychology specialization courses as an electives.

** 5 credit Elective course is not required for Illinois students*

Specializations Not Currently Accepting New Students

Specialization in Forensic Psychology (not currently accepting new students)

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 (not currently accepting new students)

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 (not currently accepting new students)

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 (not currently accepting new students)

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)

Research Skills Labs (0 credits)

CPSY 8110 Research Skills Labs (0 credit)

Professional Development Series (0 credits)

CPSY 8100 Professional Development Series (0

credit) **Field Experience Preparation (0 credits)**

FEAH 8290 – Field Experience Preparation (0 credit)

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; 45 credits for Illinois)

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 8210 - Psychotherapeutic Interventions: Psychoanalytic and Humanistic (5 credits)

PSRI 8210 – Psychotherapeutic Interventions: Psychoanalytic and Humanistic (6 credits*)

PSYR 8220 - Projective Personality Assessment (5

credits) PSRI 8220 - Projective Personality Assessment

(6 credits*)

PSYR 8230 - Psychotherapeutic Interventions: Behavioral and Gestalt (5 credits)

PSRI 8230 - Psychotherapeutic Interventions: Behavioral and Gestalt (6 credits*)

PSYR 8232 - Consultation and Supervision in Psychology (5

credits) PSRI 8232 - Consultation and Supervision in Psychology

(6 credits*)

PSYR 8240 - Cognitive Behavioral Therapy (5 credits)

PSRI 8240 - Cognitive Behavioral Therapy (6 credits*)

PSYR 8250 - Objective Personality Assessment (5 credits)

PSYR 8260 - Cognitive Assessment: Learning & Achievement Testing (5 credits)

PSYR 8270 - Cognitive Assessment: Intelligence Testing (5 credits)

** PSRI courses are for Illinois students only*

Residency Requirements

- Residency 1 – Complete in term 2. Required alongside CPSY 8401 Doctoral Research Seminar 1 and CPSY 8781 Psychopathology From a Clinical Perspective.
- Residency 2 – Complete in term 5.
- Residency 3 – Complete in term 8. Residency 3 required in term 8. Required alongside CPSY 8403 Doctoral Research Seminar 2 and CPSY 8209 Ethics and Standards of Psychological Practice.

- Residency 4 – Complete in term 15. Required alongside CPSY 8405 Doctoral Research Seminar 3 and CPSY 8110 Research Skills Lab.
 - Residency 4 General

Completion of the Doctoral Dissertation

CPSY 8401 – Doctoral Research Seminar 1 (1 credit)

CPSY 8403 – Doctoral Research Seminar 2 (2 credits)

CPSY 8405 – Doctoral Research Seminar 3 (2 credits)

CPSY 9005 – Dissertation Prospectus (5 credits)

CPSY 9010 – Dissertation Proposal (5 credits)

CPSY 9015 - Dissertation Data Collection/Write Up/Oral Defense (5 credits)

Students 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 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	CPSY 8002 - Foundations of Graduate Studies in Clinical Psychology	1 credit
	CPSY 8215 - Lifespan Development	5 credits
	CPSY 8100 - Professional Development Series	0 credits
Quarter 2	CPSY 8247 - Social Psychology	5 credits
	CPSY 8100 - Professional Development Series	0 credits
	CPSY 8401 - Doctoral Research Seminar 1	1 credit
RESC 8401 - PhD Clinical Psychology Residency 1		
Complete in Quarter 2. Required alongside CPSY 8401 Doctoral Research Seminar 1 and CPSY 8781 Psychopathology from a Clinical Perspective.		
Quarter 3	CPSY 8781 - Psychopathology from a Clinical Perspective	5 credits
	CPSY 8110 - Research Skills Lab	0 credits
	CPSY 8100 - Professional Development Series	0 credits
Quarter 4	CPSY 8225 - Theories of Personality	4 credits
	RSCH 8110 - Research Theory, Design, and Methods	5 credits
	CPSY 8100 - Professional Development Series	0 credits
- Introduction to Psychotherapy		4 credits
		Quarter 5
		CPSY 8205

Quarter	Course	Credits	CPSY 8100 - Professional Development Series	0 credits
			CPSY 8316 - Tests and Measurements	5 credits
	RESC 8402 - PhD Clinical Psychology Residency 2			
	Complete in Quarter 5			
Quarter 6	RSCH 8210 - Quantitative Reasoning and Analysis	5 credits	CPSY 8100 - Professional Development Series	0 credits
	CPSY 8226 - Biopsychology	5 credits	CPSY 8110 - Research Skills Lab	0 credits
Quarter 7	RSCH 8310 - Qualitative Reasoning and Analysis	5 credits	CPSY 8100 - Professional Development Series	0 credits
	CPSY 8110 - Research Skill Lab	0 credits	CPSY 8421 - Multicultural Psychology	5 credits
Quarter 8	CPSY 8209 - Ethics and Standards of Psychological Practice	5 credits	CPSY 8100 - Professional Development Series	0 credits
	CPSY 8110 - Research Skill Lab	0 credits	RSCH 8360 Advanced Qualitative Reasoning and Analysis	5 credits
	CPSY 8403 - Doctoral Research Seminar 2	2 credits		
	RESC 8403 - PhD Clinical Psychology Residency 3			
	Complete in Quarter 8. Residency 3 required in term 8. Required alongside CPSY 8403 Doctoral Research Seminar 2 and CPSY 8209 Ethics and Standards of Psychological Practice.			
Quarter 9	PSYR 8210 - Psychotherapeutic Interventions: Psychoanalytic and	5 credits	Humanistic	
	PSYR 8232 - Consultation and Supervision in Psychology	5 credits		
	CPSY 8100 - Professional Development Series	0 credits		
Quarter 10	PSYR 8220 - Projective Personality Assessment	5 credits		
	FEAH 8290 - Field Experience Preparation	0 credits		
	CPSY 8100 - Professional Development Series	0 credits		
	PSYR 8230 - Psychotherapeutic Interventions: Behavioral and Gestalt	5 credits		
Quarter 11	PSYR 8240 - Cognitive Behavioral Therapy	5 credits	CPSY 8100 - Professional Development Series	0 credits
	PSYR 8250 - Objective Personality Assessment	5 credits		
Quarter 12	PSYR 8260 - Cognitive Assessment: Learning & Achievement Testing	5 credits		
	PSYR 8270 - Cognitive Assessment: Intelligence Testing	5 credits		
Quarter 13	CPSY 8280 - Field Readiness Assessment	1 credit		
	CPSY 8100 - Professional Development Series	0 credits		
	CPSY 8207 - History and Systems of Psychology	5 credits		
Quarter 14	CPSY 8238 - Cognitive and Affective Bases of Behavior	5 credits		
	CPSY 8290 - Psychology Practicum I	3 credits		
Quarter 15	RSCH 8260 - Advanced Quantitative Reasoning and Analysis	5 credits		
	CPSY 8291 - Psychology Practicum II	3 credits		
	CPSY 8405 - Doctoral Research Seminar 3	2 credits		
	RESC 8404 PhD Residency 4 General			
	Complete in Quarter 15. Required alongside CPSY 8405 Doctoral Research Seminar 3 and CPSY 8110 Research Skills Lab.			
Quarter 16	CPSY 8292 - Psychology Internship I	3 credits		
	CPSY XXXX Elective 1	5 credits		
Quarter 17	CPSY 8293 - Psychology Internship II	3 credits		
	CPSY 9005 - Dissertation Prospectus	5 credits		
Quarter 18	CPSY 8294 - Psychology Internship III	3 credits		
	CPSY 9010 - Dissertation Proposal	5 credits		
Quarter 19+	CPSY 8295 - Psychology Internship IV	3 credits		
	*CPSY 9015 - Dissertation Data Collection/Write Up/Oral Defense	5 credits per term		

*Students 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 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.

Field Experience Preparation

Walden is committed to providing students with resources and support in preparation of field experience(s). To help ease anxiety in the field experience process, Walden offers a 0-credit Field Experience Preparation course, a structured experience that guides students through the application process and currently available readiness resources. The course is designed to complement other prerequisite courses needed in preparation for field experience(s). The goal is that students submit their field experience application by the end of the course. Of course, there may be reasons why a field experience needs to be postponed, or the readiness course may not be needed if a field experience opportunity has already been secured. In this instance, students may opt-out of the course. By opting out of the Field Experience Preparation course without having submitted a complete field experience application you are notifying Walden that you have chosen to delay the beginning of your field experience indefinitely, it is your responsibility to notify Walden when you plan to begin the field experience component of your program. In some instances, opting out of the Field Experience Preparation course indicates the foundational components of the field experience process have been satisfied and submission of the field experience application is pending. While the course is not yet available for Tempo students, the same readiness resources are available to Tempo students seeking field experience.

- Program Handbook

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.

MS in Psychology, Applied Psychology specialization (Embedded Degree)

Walden awards the MS in Psychology, Applied Psychology specialization degree to recognize PhD in Clinical Psychology students for academic achievement leading up to their dissertation. With an MS, students will be able to demonstrate a background in the development and

application of psychological theories, basic scientific methods, and principles of psychological science.

Student Eligibility: PhD in Clinical Psychology students who began the program on February 26, 2024 and thereafter.

Eligible students may apply for this credential while continuing their PhD in Clinical Psychology program once they have:

- Successfully completed the following courses in the PhD Clinical Psychology program:
CPSY 8002, CPSY 8215, CPSY 8225, CPSY 8421, RSCH 8110, RSCH 8210, CPSY 8316, CPSY 8247, CPSY 8401, CPSY 8781, CPSY 8403, CPSY 8405
- Achieved a required minimum 3.0 GPA.

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)
 - **Note:** The General program does not require specialization courses.
- Completion of Doctoral Capstone
 - Dissertation support course (5 credits)
 - Doctoral capstone writing courses (5 credits per term for a minimum of four terms; taken continuously until completion)
 - Completion of a beginning-of-quarter, mid-quarter, and end-of-quarter plan for each term
- Residencies
 - Consulting Skills Intensive (Residency 1)
 - 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 8301- Law and Ethics in Healthcare (5 credits)
PBHL 8755 - Leadership and Leader Development (5 credits)
PBHL 8300 - Healthcare Finance (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 2*	RSCH 8110 - Research Theory, Design, and Methods	5 credits
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 8301 - Law and Ethics in Healthcare	5 credits
Leadership and Leader Development		5 credits
Quarter 4** PBHL 8755 -		
Quarter	Course	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 Finance	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	5 credits
OR		
	PBHL 8207 - Grant Writing	
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 9+	PBHL 9001 - BHL Doctoral Study 1	5 credits per term for a minimum of 4 terms; taken continuously until completion
	*** AND	
	PBHL 9002 - BHL Doctoral Study 2	
	AND	
	PBHL 9003 - BHL Doctoral Study 3	
	AND	
	PBHL 9004 - BHL Doctoral Study 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

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.

Master of Science in Clinical Psychology

The MS in Clinical Psychology program provides a broad background in clinical psychology. 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, State Education Specialization program is designed to prepare graduates to qualify for a variety of mental health professional licenses in some states that require additional course work and/or field experience beyond what is provided in the program's general program of study. The specific licensing credential varies by state. This program is designed to meet the academic licensure requirements of some state boards that license mental health professionals at the Masters level.

Please note the MS Clinical Psychology, General program does not meet state licensure requirements in most states. However, the general program of study does meet state licensure eligibility requirements in the following states: District of Columbia, Maryland, Michigan, Nebraska, Oklahoma, and Tennessee.

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 mental health professional licensure information for his or her individual state. Walden makes no guarantee that its MS in Clinical Psychology program will meet the licensure requirements in any 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.

The MS in Clinical Psychology launched in Winter 2024 and the current program of study only applies to students that started the program Winter 2024 and onward. This program is distinct from degrees previously offered.

Learning Outcomes

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

1. Synthesize psychological perspectives reflecting the relevant influences of the social determinants of health.
2. Synthesize psychological theory and research in real-world clinical mental health settings.
3. Analyze psychological theory and research regarding diversity, equity, and inclusion.
4. Apply psychological theory, research, and practice to scholarly professional activities that promote positive social change.
5. Use a framework of evidence-based practice when delivering psychotherapeutic interventions and psychological assessments.
6. Demonstrate APA clinical competency benchmarks using clinical and assessment skills in a variety of mental health settings.
7. Demonstrate professional dispositions and skills in mental health settings and in interactions with others.

General Program

- 62 total quarter credits for General Program (63–90 credits with optional State Education specialization – only for students with specific state requirements)
- Foundation course (1 credits)
- Core courses (50 credits)
- Foundation Research Sequence course (5 credits)
- Professional Development Series (0 credits; must be taken each quarter term prior to practicum course)
- Field Experience Sequence courses (6 credits)
 - Field Experience Preparation (0 credits)
 - Practicum (3 credits)
 - Internship (3 credits)

Foundation Course (1 credits)

CPSY 6002 - Foundations of Graduate Study in Clinical Psychology (1 credit)

Core Courses (50 credits)

CPSY 6205 - Introduction to Psychotherapy (4 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 6226 – Biopsychology (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 6316 – Tests and Measurements (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 6421- Multicultural Psychology (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 6781 - Psychopathology from a Clinical Perspective (6 credits)

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

Foundation Research Courses (5 credits)

RSCH 6110L - Research Theory, Design, and Methods (5 credits) **Field Experience Sequence (6 credits)**

FEAH 6700 - Field Experience Preparation (0 credit)

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

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

Specialization (Optional)

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.

Course Sequence

Students undertake courses in the following sequence.

Quarter	Course	Credits
Quarter 1	CPSY 6002 - Foundations of Graduate Study in Clinical Psychology	1 credits
	CPSY 6110 – Professional Development Series	0 credits
	CPSY 6215 – Lifespan Development	5 credits
Quarter 2	CPSY 6245 – Social Psychology	5 credits
	CPSY 6110 – Professional Development Series	0 credits
	CPSY 6205 – Introduction to Psychotherapy	4 credits
Quarter 3	CPSY 6110 – Professional Development Series	0 credits
	RSCH 6110L - Research Theory, Design, and Methods	5 credits
Quarter 4	CPSY 6781 – Psychopathology from a Clinical Perspective	6 credits
	CPSY 6110 - Professional Development Series	0 credits
Quarter 5	CPSY 6316 – Tests and Measurements	5 credits
	CPSY 6110 – Professional Development Series	0 credits
Quarter 6	FEAH 6700 – Field Experience Preparation	0 credits
	CPSY 6421 – Multicultural Psychology	5 credits
	CPSY 6110 – Professional Development Series	0 credits
Quarter 7	CPSY 6705 – Ethics and Standards of Psychological Practice	5 credits
	CPSY 6343 – Psychotherapy Interventions II	5 credits
	CPSY 6110 – Professional Development Series	0 credits
Quarter 8	CPSY 6341 – Psychological Assessment	5 credits
	CPSY 6700 – Master's Practicum I	3 credits
Quarter 9	CPSY 6910 - Master's Internship II	3 credits
	CPSY 6226 - Biopsychology	5 credits
Quarter 10+	Optional State Education specialization course(s)	

Field Experience Preparation

Walden is committed to providing students with resources and support in preparation of field experience(s). To help ease anxiety in the field experience process, Walden offers a 0-credit Field Experience Preparation course, a structured experience that guides students through the application process and currently available readiness resources. The course is designed to complement other pre-requisite courses needed in preparation for field experience(s). The goal is that students submit their field experience application by the end of the course. Of course, there may be reasons why a field experience needs to be postponed, or the readiness course may not be needed if a field experience opportunity has already been secured. In this instance, students may opt-out of the course. By opting out of the Field Experience Preparation course without having submitted a complete field experience application you are notifying Walden that you have chosen to delay the beginning of your field experience indefinitely, it is your responsibility to notify Walden when you plan to begin the field experience component of your program. In some instances, opting out of the Field Experience

Preparation course indicates the foundational components of the field experience process have been satisfied and submission of the field experience application is pending. While the course is not yet available for Tempo students, the same readiness resources are available to Tempo students seeking field experience.

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 and 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 Specialized Professional Associations (SPAs), which define content-area standards for programs, and achieved national recognition.



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 the areas of 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

- Education Specialist (EdS) in Educational Leadership and Administration (Principal Preparation) Program (Quarter)
- Master of Arts in Teaching (MAT) in Elementary Education
- Master of Arts in Teaching (MAT) in Special Education (K- Age 21) (Quarter)
- MS in Education (Educational Leadership and Administration specialization only)

Education Specialist (EdS) Programs

Non-Licensure Programs

Bachelor's Degree Programs

- Bachelor of Science in Early Childhood Studies
- Graduate Certificate Programs
- Graduate Certificate in Adult Learning (Quarter)
- Graduate Certificate in Applied Behavior Analysis (ABA)
- Graduate Certificate in College Teaching and Learning (Quarter)
- Graduate Certificate in Curriculum, Instruction, and Assessment (Quarter)
- Graduate Certificate in Early Childhood Administration, Management, and Leadership (Quarter)
- Graduate Certificate in Elementary Reading and Literacy (Quarter)
- Graduate Certificate in Engaging Culturally Diverse Learners (Quarter)
- Graduate Certificate in Higher Education Leadership for Student Success (Quarter)
- Graduate Certificate in Integrating Technology in the Classroom (Quarter)
- Graduate Certificate in Mathematics K–6 (Quarter)
- Graduate Certificate in Mathematics 5-8 (Quarter)
- Graduate Certificate in Science, Grades K-8 (Quarter)
- Graduate Certificate in Special Education (Quarter)
- Graduate Certificate in Teacher Leadership (Quarter)

Master's Degree Programs

- MS in Applied Behavior Analysis
- MS in Developmental Psychology
- MS in Early Childhood Studies

- MS in Education (Quarter)
- MS in Health Education and Promotion
- MS in Higher Education (Quarter)
- MS in Instructional Design and Technology (Quarter)
- 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) **Education Specialist**

(EdS) Programs

- Education Specialist (EdS) in Educational Leadership and Administration (Principal Preparation) Program (Semester) (not currently accepting new students) **Graduate**

Certificate Programs

- Graduate Certificate in Adult Learning (Semester) (not currently accepting new students)
- Graduate Certificate in College Teaching and Learning (Semester) (not currently accepting new students)
- Graduate Certificate in Curriculum, Instruction, and Assessment (Semester) (not currently accepting new students)
- Graduate Certificate in Early Childhood Administration, Management, and Leadership (Semester) (not currently accepting new students)
- Graduate Certificate in Early Childhood Advocacy and Public Policy (not currently accepting new students)
- Graduate Certificate in Elementary Reading and Literacy (Semester) (not currently accepting new students)
- Graduate Certificate in Engaging Culturally Diverse Learners (Semester) (not currently accepting new students)
- Graduate Certificate in Enrollment Management and Institutional Marketing (not currently accepting new students)
- Graduate Certificate in Higher Education Leadership for Student Success (Semester) (not currently accepting new students)
- Graduate Certificate in Integrating Technology in the Classroom (Semester) (not currently accepting new students)
- Graduate Certificate in Mathematics 5–8 (Semester) (not currently accepting new students)
- Graduate Certificate in Mathematics K–6 (Semester) (not currently accepting new students)
- Graduate Certificate in Online Teaching for Adult Educators (not currently accepting new students)
- Graduate Certificate in Reading and Literacy K–12 (not currently accepting new students)
- Graduate Certificate in Science, Grades K–8 (Semester) (not currently accepting new students)
- Graduate Certificate in Special Education (Semester) (not currently accepting new students)
- Graduate Certificate in Teacher Leadership (Semester) (not currently accepting new students)

- Graduate Certificate in Teaching and Diversity in Early Childhood Education (not currently accepting new students)
- Graduate Certificate in Teaching English Language Learners (not currently accepting new students)

Master's Degree Programs

- Master of Arts in Teaching (MAT) in Special Education (K- Age 21) (Semester) (not currently accepting new students)
- MS in Early Childhood Studies (Semester) (not currently accepting new students)
- MS in Education (Semester) (not currently accepting new students)
- MS in Higher Education (Semester) (not currently accepting new students)
- MS in Instructional Design and Technology (Semester) (not currently accepting new students)

Post-Baccalaureate Certificates

Post-Baccalaureate Certificate in Instructional Design and Technology (not currently accepting new students)

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.

Accreditation



The Richard W. Riley College of Education and Human Sciences is accredited by the Council for the Accreditation of Educator Preparation (CAEP). This means the college has met rigorous standards for demonstrating excellence and continuous improvement in educator preparation.

CAEP accreditation is based on a review of The Richard W. Riley College of

Education and Human Sciences' 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 and the MS in Education with a specialization in Educational Leadership and Administration. 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. 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—46 qtr. credits
 - HMNT 1001 or HMNT 1002 (completed in 1st term)—6 qtr. credits
 - Humanities—5 qtr. credits
 - Written and Oral communication—10 qtr. credits
 - Mathematics—5 qtr. credits
 - Natural Sciences—5 qtr. credits
 - Social Science—10 qtr. Credits
 - Additional General Education Course – 5 qtr. credits
- Professional core courses—60 qtr. credits
- Elective courses—65 qtr. credits
- Field Experience Preparation Course (0 credit)
- Demonstration Teaching Preparation Course (0 credit)
- Demonstration Teaching - 10 qtr. credits
- Field experience**: a minimum of 100 hours of classroom-based field experiences in conjunction with coursework; 12 weeks of full-time 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 scan documents and record themselves teaching.

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 (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.

Elementary Education Courses (60 credits) Professional Core

EDUC 2405 - The Professional Educator (5 credits)

EDUC 2406 - Respecting Diversity: Promoting Equity and Inclusion (5 credits)

EDUC 2407 - Foundations of Teaching Literacy (5 credits)

EDUC 3060 - Meaningful Teaching and Learning Through Planning, Instruction, and Assessment (5 credits)

EDUC 3061 - Culturally Responsive, Engaging Learning Environments (5 credits)

EDUC 3062 - Literacy Instruction and Assessment* (5 credits)

EDUC 3063 - Child Development and Meaningful Learning (5 credits)

EDUC 3064 - Integrating Content and Technology to Enhance Learning (5 credits)

EDUC 3065 - Collaboration and Professional Development in Elementary Education (5 credits)

EDUC 3066 - Social Studies: Expanding Students' Worlds* (5 credits)

EDUC 4070 - Foundations of Elementary Math Instruction: Theory and Practice* (5 credits)

EDUC 4071 - Investigating Science in Elementary Classrooms* (5 credits)

FEEH 4070 – Field Experience Preparation (0 credits)

FEEH 4072 – Demonstration Teaching Preparation (0 credits)

* Course requires a 25-hour field experience at a school approved by Walden University.

Elective Courses (65 credits)

Teacher candidates can choose 13 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 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.

Demonstration Teaching (10 credits)

EDUC 4072 - Demonstration Teaching in Elementary Education 1 (5 credits)

EDUC 4073 - Demonstration Teaching in Elementary Education 2 (5 credits)

Guidebook

Walden University requires that all candidates in its teacher preparation program with a BS in Elementary Education 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 the field experience SharePoint. Candidates enrolled in the teacher preparation program with a BS Elementary Education 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.

Field Experience and Demonstration Teaching Preparation Courses

Walden is committed to providing candidates with resources and support in preparation of field experiences. To help ease anxiety in the field experience process, Walden offers a 0-credit Field Experience Preparation course and Demonstration Teaching Preparation course. Both courses are structured experiences that guide candidates through the application process and currently available readiness resources. The courses are designed to complement other pre-requisite courses needed in preparation for field experiences. There may be reasons why a

field experience course needs to be postponed, or the readiness course may not be needed if a field experience opportunity has already been secured. In this instance, students may opt-out of the applicable preparation course.

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. 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)
- Field Experience Preparation Courses (0 credit)
- Demonstration Teaching Preparation Course (0 credit)
- Demonstration Teaching (10 credits)
- Field experience**: a minimum of 100 hours of classroom-based field experiences in conjunction with coursework; 12 weeks of full-time 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 scan documents and record themselves teaching.

Curriculum

Professional Core (60 credits)

EDUC 6405 - The Professional Educator (5 credits)

EDUC 6406 - Respecting Diversity: Promoting Equity and Inclusion (5 credits)

EDUC 6407 - Foundations of Teaching Literacy (5 credits)
EDUC 6060 - Meaningful Teaching and Learning Through Planning, Instruction, and Assessment (5 credits)
EDUC 6061 - Culturally Responsive, Engaging Learning Environments (5 credits)
EDUC 6062 - Literacy Instruction and Assessment* (5 credits)
EDUC 6063 - Child Development and Meaningful Learning (5 credits)
EDUC 6064 - Integrating Content and Technology to Enhance Learning (5 credits)
EDUC 6065 - Collaboration and Professional Development in Elementary Education (5 credits)
EDUC 6066 - Social Studies: Expanding Students' Worlds* (5 credits)
EDUC 6070 - Foundations of Elementary Math Instruction: Theory and Practice* (5 credits)
EDUC 6071 - Investigating Science in Elementary Classrooms* (5 credits)
FEEH 6070 – Field Experience Preparation (0 credits)
FEEH 6072 – Demonstration Teaching Preparation (0 credits)

* Course requires a 25-hour field experience at a school approved by Walden University.

Demonstration Teaching (10 credits)

EDUC 6072 - Demonstration Teaching in Elementary Education 1 (5 credits)
EDUC 6073 - Demonstration Teaching in Elementary Education 2 (5 credits)

Guidebook

Walden University requires that all candidates in its teacher preparation program with a MAT Elementary Education 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 the field experience SharePoint. Candidates enrolled in the teacher preparation program with a MAT Elementary Education 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.

Field Experience and Demonstration Teaching Preparation Courses

Walden is committed to providing candidates with resources and support in preparation of field experiences. To help ease anxiety in the field experience process, Walden offers a 0-credit Field Experience Preparation course and Demonstration Teaching Preparation course. Both courses are structured experiences that guide candidates through the application process and currently available readiness resources. The courses are designed to complement other pre-requisite courses needed in preparation for field experiences. There may be reasons why a field experience course needs to be postponed, or the readiness course may not be needed if a field experience opportunity has already been secured. In this instance, students may opt-out of the applicable preparation course.

Course Sequence

Candidates undertake courses in the following sequence.

Note: The course sequence is subject to change depending on your start date.

Quarter	Course	Credits
Quarter 1	EDUC 6405 - The Professional Educator	5 credits
	FEEH 6070 – Field Experience Preparation	0 credits
	EDUC 6061 - Culturally Responsive, Engaging Learning Environments	5 credits
Quarter 2	EDUC 6060 - Meaningful Teaching and Learning Through Planning, Instruction, and Assessment	5 credits
	EDUC 6063 - Child Development and Meaningful Learning	5 credits
Quarter 3	EDUC 6070 - Foundations of Elementary Math Instruction: Theory and Practice	5 credits
	EDUC 6071 – Investigating Science in Elementary Classrooms	5 credits
Quarter 4	EDUC 6064 - Integrating Content and Technology to Entrance Learning	5 credits
	FEEH 6072 - Demonstration Teaching Preparation	0 credits
	EDUC 6407 - Foundations of Teaching Literacy	5 credits
Quarter 5	EDUC 6062 - Literacy Instruction and Assessment	5 credits
	EDUC 6066 - Social Studies: Expanding Students' Worlds	5 credits
Quarter 6	EDUC 6406 - Respecting Diversity: Promoting Equity and Inclusion	5 credits
	EDUC 6065 - Collaboration and Professional Development in Elementary Education	5 credits
Quarter 7	EDUC 6072 - Demonstration Teaching in Elementary Education 1	5 credits
	EDUC 6073 - Demonstration Teaching in Elementary Education 2	5 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.

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

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 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, studentcentered 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. Candidates seeking licensure in Minnesota are responsible for completing all Minnesota requirements beyond Walden's state-approved program. 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 certain programs. 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

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 Preparation Courses (0 credit)
- 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

- 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

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)
- FEEH 6627 – Field Experience Preparation (0 credits)
- FEEH 6648 – Demonstration Teaching Preparation (0 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
	FEEH 6627 – Field Experience Preparation	0 credits
Semester 2	EDUC 6606 - Today's Classroom and the Diverse Learner	3 semester credits
	EDUC 6627 - Foundations of Literacy	3 semester credits
	EDUC 6626 - Foundations of Special Education	3 semester credits
Semester 3	EDUC 6628 - Individualizing Education Programs for Learners With Exceptionalities	3 semester credits
	EDUC 6607 - Effective Practices: Assessment, Teaching, and Learning	3 semester credits
	FEEH 6648 – Demonstration Teaching Preparation	0 credits
	EDUC 6608 - Classroom Management	3 semester credits
Semester 4	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
Semester	Course	Credits
Semester 5	EDUC 6639 - Instructional Strategies for Learners With Exceptionalities	3 semester credits
	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.

Field Experience Preparation

Walden is committed to providing students with resources and support in preparation of field experience(s). To help ease anxiety in the field experience process, Walden offers a 0-credit Field Experience Preparation course, a structured experience that guides students through the application process and currently available readiness resources. The course is designed to complement other prerequisite courses needed in preparation for field experience(s). The goal is that students submit their field experience application by the end of the course. Of course, there may be reasons why a field experience needs to be postponed, or the readiness course may not be needed if a field experience opportunity has already been secured. In this instance, students may opt-out of the course. By opting out of the Field Experience Preparation course without having submitted a complete field experience application you are notifying Walden that you have chosen to delay the beginning of your field experience indefinitely, it is your responsibility to notify Walden when you plan to begin the field experience component of your program. In some instances, opting out of the Field Experience Preparation course indicates the foundational components of the field experience process have been satisfied and submission of the field experience application is pending. While the course is not yet available for Tempo students, the same readiness resources are available to Tempo students seeking field experience.

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

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 beginning their program prior to February 26, 2024.

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. 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 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
Semester	Course	Credits
Semester 4	EDUC 7204 - Using Data to Strengthen Schools	3 semester credits
	EDUC 7803 - Field Experience	1 semester credits
	EDUC 7205 - Budgeting and Allocating Resources	3 semester credits
Semester 5	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. 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)

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.
- CL3003 Culturally Responsive Curriculum
Apply principles of culturally responsive curriculum to promote development and learning in young children.
- CL3004 Culturally Responsive Relationships
Recommend culturally responsive practices to promote supportive and respectful partnerships with families.
- CL3005 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.
- PC4002 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)

- 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.
- PL4003 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.
- PL4004 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; health behavior; 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)

Core Curriculum

Foundation Course (3 credits)

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

Core Courses (25 credits)

DPSY 6111 - Themes and Theories of Developmental Psychology* (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)

Gain a broad understanding of developmental psychology and how you can apply its principles across the lifespan. You'll explore how language, culture, and context shape and influence human development.

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 (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 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 (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 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 (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.

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 (Semester)

For students beginning their program prior to May 27, 2024.

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)
- Foundation course (3 semester credits)
- Core courses (24 semester credits)
- Specialization courses (6 semester credits)
- Capstone (3 semester credits)

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 (24 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 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)

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.

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)

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.

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 EDUC 6166 - Developing People and Leading Teams	3 semester credits 3 semester credits
Semester	Course	Credits
Semester 5	EDUC 6167 - Budgeting and Allocating Resources EDUC 6168 - Planning and Managing Early Childhood Programs	3 semester credits 3 semester credits
Semester 6	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 EDUC 6101 - The Developing Brain and the Young Child	3 semester credits 3 semester credits
Semester 2	EDUC 6102 - Family and Community Partnerships EDUC 6103 - Play and Creativity	3 semester credits 3 semester credits
Semester 3	EDUC 6104 - Engaging Environments EDUC 6106 - Meaningful Curriculum P-3	3 semester credits 3 semester credits
Semester 4	EDUC 6107 - Observation and Assessment 0-8 EDUC 6108 - Intentional and Responsive Practice in the Content Areas P-3	3 semester credits 3 semester credits
Semester 5-6	EDUC 6109 - Meaningful Learning Experiences: P-3 Specialization Course Specialization Course EDUC 6918 - Capstone: Leadership and Advocacy in the Early Childhood Field	3 semester credits 3 semester credits 3 semester credits 3 semester credits

MS in Education (Semester)

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 beginning their program prior to February 26, 2024.

"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 standardsbased 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
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

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 **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

Semester 4	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
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 scholarpractitioner 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. 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
Semester	Course	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 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, NonLicensure) 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
Semester 2	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
	MSED 6130 - Increasing Student Engagement	1 semester credits
	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
	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	1 semester credits
	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	1 semester credits
	MSED 6190 - Literacy Growth in Grades 4–6	1 semester credits
	MSED 6120 - Enriching Learning With Technology	1 semester 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	Course	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 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
	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 problemsolvers.

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
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
Course	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

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

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)

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.

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
EDUC 6784 - Adapting Instruction Using Evidence-Based Strategies	3 semester credits

EDUC 6785 - Implementing Literacy-Based Instructional Interventions	3 semester 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
Course	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)

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) (selfdirected)	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 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 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.ncheec.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 - Introduction to Health and Wellness Education Profession* (5 credits)

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

Core Courses (35 credits)

HLTH 6031 - Leadership and Advocacy in Health Education * (5 credits)

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

HLTH 6038 - Health Behavior Theory* (5 credits)

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

HLTH 6110 -Health and Wellness Education Competency Based Practice* (5 credits)

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

HLTH 6205 -Assessing Health and Wellness Needs for Communities* (5 credits)

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

HLTH 6246 - Introduction to Research in Health and Wellness Education* (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 - Health and Wellness Education 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 - Introduction to Health and Wellness Education Profession	5 credits
Quarter 2	HLTH 6110 - Health and Wellness Education Competency Based Practice	5 credits
	HLTH 6246 - Introduction to Research in Health and Wellness Education	5 credits
Quarter 3	HLTH 6038 - Health Behavior Theory	5 credits
	HLTH 6205 - Assessing Health and Wellness Needs for Communities	5 credits
Quarter 4	HLTH 6475 - Health and Wellness Education Program Planning, Implementation and Evaluation	5 credits
	HLTH 6412 - Health and Wellness Education Communication and Technology Strategies	5 credits
Quarter 5	HLTH 6031 - Public Health Administration and Leadership	5 credits
	HLTH 6207 - Grant Writing	5 credits
	OR	
	HLTH 6362 - Sexual Health and Well-Being	
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.

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.

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
Quarter 2	HLTH 6110 - Exploring Health Education in the 21st Century	5 credits
	HLTH 6038 - Health Behavior Theory	5 credits
Quarter 3	HLTH 6205 - Assessing Community Needs for Health Education	5 credits
	HLTH 6475 - Program Planning, Implementation, and Evaluation	5 credits
Quarter 4	HLTH 6412 - Health Education and Communication Strategies	5 credits
	HLTH 6246 - Introduction to Research in Health Education and Health Promotion	5 credits
Quarter 5	HLTH 6031 - Public Health Administration and Leadership	5 credits
	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 (Semester)

For students beginning their program prior to May 27, 2024.

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.

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.

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

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)

- 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

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 6960 - Capstone: Master's Project (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 (Semester)

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 beginning their program prior to February 26, 2024.

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

Specialization in Training and Performance Improvement

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 Design	3 semester credits

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 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 Applied Behavior Analysis

Help people with autism and developmental disabilities engage more successfully with the world with the MS in Applied Behavior Analysis (ABA). ABA is an evidence-based therapy used with both adults and children, particularly those on the autism spectrum. Learn to use the principles of human behavior to transform problem behaviors, build positive social skills, and improve lives.

This program offers a course sequence verified by the Association for Behavior Analysis International

(ABAI), which meets the 6th edition task list 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® (BACB®). Walden does not offer the fieldwork component required for the BCBA exam.

**The MS in Applied Behavior Analysis program 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.*

Learning Outcomes

- Apply foundational knowledge (e.g., philosophy, concepts and principles) to the science of behavior analysis.
- Implement behaviorally based assessments for behavior change that promote positive social change.
- Apply professional and ethical behaviors according to the Professional and Ethical Compliance Code for Behavior Analysts.
- Define the dimensions of applied behavior analysis.
- Evaluate results of behavior analytic research using single-subject experimental designs.
- Apply personnel supervision and management strategies.
- Synthesize applied behavior analysis knowledge and research to apply in real-world situations such as in educational, social, organizational, and health settings.

Degree Requirements

- 48 quarter credits
- Foundation course (3 credits)
- Core courses (35 credits)
- Research course (5 credits)
- Capstone (5 credits)

Curriculum

Foundation Course (3 credits)

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

Core Courses (35 credits)

PSYC 6717A - Foundation and Philosophy of Behavior Analysis (5 credits)

PSYC 6731A - Concepts and Principles of Behavior Analysis (5 credits)

PSYC 6733A - Ethical, Legal, Professional Issues in Behavior Analysis (5

credits) PSYC 6734A - Introduction to Behavioral Assessment and Intervention
(5 credits)

PSYC 6735A - Research Methods for Behavioral Analysis (5 credits)

PSYC 6736A - Advanced Behavioral Assessment and Intervention (5 credits)

PSYC 6739A - Organizational Behavior Management (5 credits)

Research Course (5 credits)

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

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

Capstone Course (5 credits)

PSYC 6393A - Capstone in Applied Behavior Analysis (5 credits)

Course Sequence

Students undertake courses in the following sequence.

Quarter	Course	Credits
Quarter 1	PSYC 6002A - Foundations of Graduate Study in Psychology	3 credits
	PSYC 6717A - Foundation and Philosophy of Behavior Analysis	5 credits
Quarter 2	RSCH 6110A - Research Theory, Design, and Methods	5 credits
	PSYC 6731A - Concepts and Principles of Behavior Analysis	5 credits
Quarter 3	PSYC 6733A - Ethical, Legal, Professional Issues in Behavior Analysis	5 credits
	PSYC 6734A - Introduction to Behavioral Assessment and Intervention	5 credits
Quarter 4	PSYC 6735A - Research Methods for Behavioral Analysis	5 credits
	PSYC 6736A - Advanced Behavioral Assessment and Intervention	5 credits
Quarter 5	PSYC 6739A - Organizational Behavior Management	5 credits
	PSYC 6393A - Capstone in Applied Behavior Analysis	5 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)

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

Specialization in Applied Behavior Analysis

Specialization in Applied Psychology

Specialization in Digital Psychology (not currently accepting new students)

Specialization in Educational Psychology

Specialization in Health Psychology

Specialization in Social Psychology

Specialization in Self-Designed

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.

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 5	Specialization Course	5 credits
	PSYC 6393 - Capstone	5 credits

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 6393R - Capstone (Research) (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 6393R - Capstone (Research)	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 competencybased 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 6701 - Culture and Psychology* (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.

- 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

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

Curriculum

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 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	5 credits
Quarter 2	EDSD 7006 - Leading the Future of Education (6-week option) 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 6	EDSD 7051 - Data-Driven Instruction and Assessment	5 credits
Quarter 7	EDSD 7052 - Curriculum Design to Promote Social Change	5 credits
Quarter	Course	Credit
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

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 7106 - Program Evaluation for Continuous Improvement (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	5 credits
Quarter 2	EDSD 7006 - Leading the Future of Education (6-week version) 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 7106 - Program Evaluation for Continuous Improvement	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 (NonLicensure) 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

Curriculum (45 total credits)

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.

EDSD 7012 - Understanding School Budgets and Allocating Resources* (5 credits)

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

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	Course	Credits
Quarter 1	EDSD 7002 - Leading the Future of Education OR	5 credits
Quarter 2	EDSD 7006 - Leading the Future of Education (6-week version) 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. By integrating the latest technologies and instructional design principles, educators in this program are prepared 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, 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 postmaster'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

Curriculum (45 total credits)

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	5 credits
	OR	
	EDSD 7006 - Leading the Future of Education (6-week version)	
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
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 wants 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

Curriculum (45 total credits)

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 4	RSCH 7110 - Research Theory, Design, and Methods	5 credits
Quarter 5	EDSD 7411 - Authentic Assessment	5 credits
Quarter 6	EDSD 7093 - Leading Change	5 credits

Quarter 7	EDSD 7107 - Designing Instruction for eLearning	5
Quarter 8	EDSD 7412 - Innovative Curriculum	5
Quarter 9	EDSD 7900 - EdS Capstone Project: Creating and Supporting Effective Educational Practices	5
		credits

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 (NonLicensure) 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

Curriculum (45 total credits)

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	5
	OR	credits

	EDSD 7006 - Leading the Future of Education (6-week version)	
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
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)

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	5
	OR	credits
	EDSD 7006 - Leading the Future of Education (6-week version)	
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
Quarter 4	RSCH 7110 - Research Theory, Design, and Methods	credits
		5
Quarter 5	EDSD 7072 - Research Methodology for Special Education	credits
		5
Quarter	Course	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)

OR (only for students in the Educational Administration and Leadership (for Administrators) Specialization)

EDDD 8044 - Leadership and Management for Change in Education (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 (30 credits)

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

Specialization in Community College Leadership

Specialization in Curriculum, Instruction, and Assessment

Specialization in Early Childhood Education

Specialization in Educational Administration and Leadership

Specialization in Educational Administration and Leadership (for Administrators)

Specialization in Educational Technology

Specialization in Higher Education and Adult Learning

Specialization in Higher Education Leadership and Management

Specialization in Higher Education (Self-Designed)

Specialization in Organizational Leadership and Development

Specialization in P–20 Education (Self-Designed)

Specialization in Reading, Literacy, and Assessment

Specialization in Special Education

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

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 Richard W. Riley College of Education and Human Sciences 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, five specializations offer students the opportunity to focus their studies: (1) General; (2) Child and Adolescent Development; (3) Health and Human Development; (4) Teaching; and (5) 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

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

Specialization in Child and Adolescent Development

Specialization in Health and Human Development

Specialization in International Perspectives (not currently accepting new students)

Specialization in Research (not currently accepting new students)

Specialization in Teaching

Specialization in Self-Designed

Tracks

There are two tracks in the PhD in Developmental Psychology

- **Track 1** For Those Entering With a Master's Degree in Developmental Psychology or Related Field
- **Track 2** For Those Entering With a Bachelor's Degree or Master's Degree in Another Field

Degree Requirements

Track 1:

For Those Entering With a Master's Degree in Developmental Psychology or Related Field 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

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)

- Students may take this a non-degree course.

RSCH 8360 - Advanced Qualitative Reasoning and Analysis (5 credits)

- Students may take this a non-degree course.

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 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 a Master's Degree in Developmental Psychology or Related Field

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	5 credits
	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.)	
	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
Quarter	Course	Credits
	DPSY 8185 - Writing a Quality Prospectus in Psychology	5 credits
	• 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. <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
Optional: Complete a dissertation intensive (DRWI 8500) during PSYC 9000. Contact Student Success Advising to register.		

* 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.

Track 2:

For Those Entering With a Bachelor's Degree or Master's Degree in Another Field

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.

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

- Students may take this a non-degree course.

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)

- Students may take this a non-degree course.

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 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 Bachelor's Degree or Master's Degree in Another Field

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 9	DPSY 8185 - Writing a Quality Prospectus in Psychology	5 credits
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. <i>NOTE: Intensive Retreats are NOT included in Fast Track tuition.</i>		
	Specialization Course*	5 credits
Quarter 10	Specialization Course*	5 credits
Quarter 10+	DPSY 9000 - Dissertation **	5 credits per term for a minimum of 4 terms; taken continuously until completion
Optional: Complete a dissertation intensive (DRWI 8500) during DPSY 9000. Contact Student Success Advising to register.		

* 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. Students who previously completed a master's degree with Walden in the same discipline area are not eligible for an MPhil.

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

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 selfdesigned 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

- Foundation course (5 credits)
- Specialization courses (30 credits)
- Doctoral support courses (6 credits)
- Research courses (20 credits)
- Completion of the Doctoral Capstone (minimum of 25 credits)
 - Prospectus course (5 credits)
 - Doctoral Dissertation course (5 credits per term for a minimum of four terms)
- Four PhD residencies

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 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)

This program requires an advanced research course. The university offers three advanced research courses: quantitative, qualitative, and mixed-methods.

Students are required to complete one of the following courses:

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

- Students may take this a non-degree course.

RSCH 8360 - Advanced Qualitative Reasoning and Analysis (5 credits)

- Students may take this a non-degree course.

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

Specialization in Early Childhood Leadership and Advocacy

Specialization in Early Childhood Special Education

Specialization in Education Policy, Leadership, and Management (P– 20)

Specialization in Educational Technology and Design

Specialization in Higher Education Leadership, Management, and Policy

Specialization in Higher Education, Leadership, and Policy

(SelfDesigned)

Specialization in Learning, Instruction, and Innovation

**Specialization in Organizational Research, Assessment, and
Evaluation**

Specialization in P–20 Education (Self-Designed)

**Specialization in Reading, Literacy, Assessment, and Evaluation (not
currently accepting new students)**

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 8113 - Tools for Doctoral Research Success (3 credits)

EDPD 8114 - Demystifying Doctoral Writing for Research (3 credits)

Completion of the Doctoral Capstone (5 credits per term for a minimum of four terms = 20 credits)

EDPD 8910 - Writing a Quality Prospectus (5 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 or approved prospectus
- 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. Students who previously completed a master's degree with Walden in the same discipline area are not eligible for an MPhil.

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

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.ncheec.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, Master of Public Health (MPH), or related health education and promotion degree)
- **Track 2** (master's degree in an academic discipline other than the health education or public health field)

Specializations

Specialization in Behavioral Health

Specialization in Global Health

Specialization in Management and Leadership

Specialization in Online Teaching in Higher Education

Specialization in Population Health

Specialization in Research

Minimum Degree Requirements

Track 1 (prior MS in Health Education and Promotion degree, Master of Public Health (MPH) degree, or related health education and promotion degree) Minimum Degree Requirements

- Doctoral Writing Assessment
- Foundation course (3 credits)
- Core courses (20 credits)
- Research courses (20 credits)
- Specialization courses (15 credits)
- Completion of Doctoral Capstone
 - 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 PhD residencies

Curriculum

Foundation Course (3 credits)

HLTH 8003 - Foundations in Health and Wellness Education* (3 credits)

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

Core Courses (20 credits)

HLTH 8205E - Assessing Health and Wellness Needs for Communities (5 credits)

HLTH 8052 - Advanced Issues in Global Public Health* (5 credits)

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

HLTH 8412E - Health and Wellness Education Communication and Technology Strategies (5 credits)

HLTH 8207 - Grant Writing (5 credits)

Specialization Courses (15 credits)

See requirements by specialization above.

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)

- Students may take this a non-degree course.

OR

RSCH 8360 - Advanced Qualitative Reasoning and Analysis (5 credits)

- Students may take this a non-degree course.

OR

RSCH 8460 - Advanced Mixed-Methods Reasoning and Analysis (5 credits)

Completion of Doctoral Capstone

HLTH 8551 - Preparing for Dissertation (5 credits)

HLTH 9101 - Dissertation (5 credits per term for a minimum of 4 quarters until completion)

*Students are continuously enrolled in HLTH 9101 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.

Track 2 (master's degree in an academic discipline other than the health education or public health field)

- Doctoral Writing Assessment
- Foundation course (3 credits)
- Core courses (50 credits)
- Research courses (20 credits)
- Specialization courses (15 credits)
- Completion of Doctoral Capstone
 - 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 PhD residencies

Curriculum

Foundation Course (3 credits)

HLTH 8003 - Foundations in Health and Wellness Education* (3 credits)

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

Core Courses (50 credits)

HLTH 8110E - Exploring Health Education in the 21st Century (5 credits)

HLTH 8205E - Assessing Health and Wellness Needs for Communities (5 credits)

HLTH 8038 - Health Behavior Theory (5 credits)

HLTH 8048 - Research Application of Public Health and Behavior (5 credits)

HLTH 8052 - Advanced Issues in Global Public Health* (5 credits)

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

HLTH 8412E - Health and Wellness Education Communication and Technology Strategies (5 credits)

HLTH 8040 - Advanced Public Health Policy and Advocacy (5 credits)

HLTH 8440 - Application of Public Health and Behavior Change Theories* (5 credits)

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

HLTH 8475 - Advanced Health and Wellness Education Program Planning, Implementation and Evaluation (5 credits)

HLTH 8031 - Leadership and Advocacy in Health Education* (5 credits)

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

HLTH 8207 - Grant Writing (5 credits)

Specialization Courses (15 credits)

See requirements by specialization above.

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)

- Students may take this a non-degree course.

OR

RSCH 8360 - Advanced Qualitative Reasoning and Analysis (5 credits)

- Students may take this a non-degree course.

OR

RSCH 8460 - Advanced Mixed-Methods Reasoning and Analysis (5 credits)

Completion of Doctoral Capstone

HLTH 8551 - Preparing for Dissertation (5 credits)

HLTH 9101 - Dissertation (5 credits per term for a minimum of 4 quarters until completion)

*Students are continuously enrolled in HLTH 9101 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.

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 - Foundations in Health and Wellness Education	3 credits
	HLTH 8205E - Assessing Health and Wellness Needs for Communities	5 credits
Quarter 2	Complete Residency 1 in Term 1; required in order to advance into RSCH 8110.	
	RSCH 8110 - Research Theory, Design, and Methods	5 credits
Quarter 3	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 4	RSCH 8210 - Quantitative Reasoning and Analysis	5 credits
	Specialization Course	5 credits
Quarter 5	RSCH 8310 - Qualitative Reasoning and Analysis	5 credits
	HLTH 8412E - Health and Wellness Education Communication and Strategies	5 credits Technology
Quarter 6	HLTH 8207 - Grant Writing	5 credits
	Specialization Course	5 credits
Quarter 7	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 8+	RSCH 8260 - Advanced Quantitative Reasoning and Analysis	5 credits
	OR	
Quarter 8+	RSCH 8360 - Advanced Qualitative Reasoning and Analysis	
	OR	
Quarter 8+	RSCH 8460 - Advanced Mixed-Methods Reasoning and Analysis	
	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:	
Quarter 8+	• Residency 4 General (RESI 8404) OR • Residency 4 Proposal Writing (RESI 8404Q) OR • Residency 4 Methods & Data Collection: Qualitative (RESI 8404R)	
	OR	
Quarter 8+	• 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 8+	HLTH 9101 - Dissertation*	Continuous enrollment in 5 credits per term for a minimum of 4 terms until completion
	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:	
Quarter 8+	• 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.		

*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 - Foundations in Health and Wellness Education	3 credits
	HLTH 8110E - Health and Wellness Education Competency Based	5 credits Practice
Complete Residency 1 in Term 1; required in order to advance into RSCH 8110.		
Quarter 2	HLTH 8205E - Assessing Health and Wellness Needs for Communities	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	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 8412E - Health and Wellness Education Communication and Strategies	5 credits Technology
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 Health and Wellness Education Program Planning, 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
Quarter 10	RSCH 8260 - Advanced Quantitative Reasoning and Analysis	5 credits
	OR	
	RSCH 8360 - Advanced Qualitative Reasoning and Analysis	
	OR	
Quarter 11+	RSCH 8460 - Advanced Mixed-Methods Reasoning and Analysis	
	HLTH 9101 - Dissertation*	Continuous enrollment in 5 credits per term for a minimum of 4 terms until completion

Quarter	Course	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	
	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. Students who previously completed a master's degree with Walden in the same discipline area are not eligible for an MPhil.

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

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)
- ePortfolio

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

Specialization in Administration and Management

Specialization in Child and Adolescent Studies

Specialization in Dual Preschool and Infant/Toddler

Specialization in Family Health and Wellness

Specialization in Infant/Toddler

Specialization in Preschool

Specialization in Psychology

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)

MS in Instructional Design and Technology (Quarter)

MS in Instructional Design and Technology

For students beginning their program February 26, 2024 or later.

The MS in Instructional Design and Technology provides students with foundational knowledge of the instructional design process and the skills they need to be able to design and develop learning experiences for diverse audiences across a variety of instructional settings. The program focuses heavily on the use of industry-standard software to build engaging online and face-to-face instructional solutions to real-world problems. Students gain the knowledge, skills, and experience they will need to enter or advance in the field of instructional technology.

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. Demonstrate the knowledge necessary to create, use, assess, and manage theoretical and practical applications of instructional technologies and processes.
2. Demonstrate effective implementation of instructional technologies and processes based on contemporary content and pedagogy as reflective practitioners.
3. Facilitate learning by creating, using, evaluating, and managing effective learning environments.
4. Design, develop, implement, and evaluate technology-rich learning environments within a supportive community of practice.
5. Explore, evaluate, synthesize, and apply methods of inquiry to enhance learning and improve performance.

Degree Requirements

- 45 total quarter credits; 54 quarter credits for specializations
- Core courses (33 quarter credits)
- Digital authoring tool courses (6 quarter credits)
- Capstone course (6 quarter credits)
- Optional specialization courses (9 quarter credits)

Curriculum

Core Courses (33 quarter credits)

MIDT 6105 - Learning and Design in the Digital Age * (4 credits)

- Students may take this a non-degree course.

MIDT 6110 - Emerging Web Technologies* (5 credits)

- Students may take this a non-degree course.

MIDT 6115 - Instructional Design Frameworks* (5 credits)

- Students may take this a non-degree course.

MIDT 6120 - Distance Learning* (5 credits)

- Students may take this a non-degree course.

MIDT 6125 - E-Learning Design and Development* (5 credits)

- Students may take this a non-degree course.

MIDT 6130 - Multimedia Authoring Tools* (5 credits)

- Students may take this a non-degree course.

MIDT 6135 - Social, Ethical, and Legal Issues in Instructional Design* (4 credits)

- Students may take this a non-degree course.

Digital Authoring Tool Series (select 3 courses – 6 total quarter credits)

MIDT 6230 - Print and Digital Media Design with Adobe InDesign* (2 credits)

- Students may take this a non-degree course.

MIDT 6231 - Digital Imaging with Adobe Photoshop* (2 credits)

- Students may take this a non-degree course.

MIDT 6232 - Graphic Design Essentials with Adobe Illustrator* (2 credits)

- Students may take this a non-degree course.

MIDT 6233 - Audio Editing Basics* (2 credits)

- Students may take this a non-degree course.

MIDT 6234 - Digital Storytelling with Adobe Premiere Pro* (2 credits)

- Students may take this a non-degree course.

MIDT 6235 - Web Authoring Essentials* (2

- credits) • Students may take this a non-degree course.

Specialization Courses (9 quarter credits)

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

Specialization in Online Teaching and Learning

Specialization in Training and Performance Improvement

Capstone Course (6 quarter credits)

MIDT 6910 - Capstone: Practical Application of Instructional Design (6 credits)

Course Sequence

The recommended course sequence is as follows:

Quarter	Course	Credits
Quarter 1	MIDT 6105 – Learning and Design in the Digital Age*	4 credits
Quarter 2	MIDT 6110 Emerging Web Technologies	5 credits
	Digital Authoring Tools Series – elective 1	2 credits
Quarter 3	MIDT 6115 – Instructional Design Frameworks	5 credits
	Digital Authoring Tools Series – elective 2	2 credits
Quarter 4	MIDT 6120 – Distance Learning	5 credits
	Digital Authoring Tools Series - Elective 3	2 credits
Quarter 5	MIDT 6125 – E-Learning Design and Development	5 credits
	MIDT 6130 – Multimedia Authoring Tools	5 credits
Quarter 6	MIDT 6135 – Social, Ethical, and Legal Issues in Instructional Design	4 credits
	MIDT 6910 - Capstone: Practical Application of Instructional Design	6 credits

***Students enrolling in a midterm start date will take MIDT 6105A, a 6-week version of this course by itself in their first term.**

Optional Specializations

The recommended course sequence is as follows:

Quarter	Course	Credits
Quarter 1	MIDT 6105 – Learning and Design in the Digital Age*	4 credits
Quarter 2	MIDT 6110 Emerging Web Technologies	5 credits
	Digital Authoring Tools Series – elective 1	2 credits
Quarter 3	MIDT 6115 – Instructional Design Frameworks	5 credits
	Digital Authoring Tools Series – elective 2	2 credits
Quarter 4	MIDT 6120 – Distance Learning	5 credits
	Digital Authoring Tools Series - Elective 3	2 credits
Quarter 5	MIDT 6125 – E-Learning Design and Development	5 credits
	MIDT 6130 – Multimedia Authoring Tools	5 credits
Quarter 6	MIDT 6135 – Social, Ethical, and Legal Issues in Instructional Design	4 credits
	MIDT 6910 - Capstone: Practical Application of Instructional Design	6 credits
Quarter 7	Specialization course 1	5 credits

***Students enrolling in a midterm start date will take MIDT 6105A, a 6-week version of this course by itself in their first term.**

Additional Technology Requirements

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

- Windows
 - Multicore Intel® or AMD processor (2 GHz or faster processor) with 64-bit support.
 - Windows 11 22H2, Windows 10 22H2, or later versions only.
 - Note: Only 64-bit Windows OS is supported.
 - 8 GB RAM (16 GB or more is recommended).
 - 10 GB of available hard-disk space (20 GB or more is recommended).
 - 1920 x 1080 display (or higher) at 100% UI scaling.
 - Current Google Chrome, Microsoft Edge, or Firefox browser.
- Mac OS
 - Multicore Intel® processor (2 GHz or faster processor) with 64-bit support or ARM-based Apple Silicon processor.
 - macOS Sonoma (version 14), macOS Ventura (13.4).
 - 8 GB (16 GB or more is recommended).
 - 10 GB of available hard-disk space (20 GB or more is recommended).
 - 1920 x 1080 display (or higher) at 100% UI scaling.
 - Current Google Chrome, Safari, or Firefox browser.

MS in Education (Quarter)

MS in Education

For students beginning their program February 26, 2024 or later.

"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.

Learning Outcomes

- Apply pedagogical and discipline specific knowledge, skills, and dispositions to support the learning and development of P – 12 students.
- Design learning experiences that incorporate students’ strengths by building on prior background and addressing the learning needs of a diverse student population.
- Use data-informed practices to design, implement, and assess differentiated instruction within and across disciplines to promote student learning, critical thinking, and real-world application of knowledge and skills in technology-rich environments.
- Apply data-informed assessments to monitor student achievement, guide instructional planning, and ensure continuous improvement.
- Collaborate with families, communities, and other professionals to promote positive social change.

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 quarter system. Each specialization has a planned sequence of courses.

Specializations

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

Educational Leadership and Administration (International – NonLicensure)

Educational Leadership and Administration (Principal Preparation Licensure)

Elementary Reading and Literacy (P–6)

Elementary Reading and Mathematics (Grades K–6)

Integrating Technology in the Classroom (Grades K–12)

Mathematics (Grades 5–8)

Mathematics (Grades K–6)

Mathematics and Science (Grades K–8)

Science (Grades K–8)

Self-Designed

Special Education (Grades K–12)

STEM Education (Grades K–8)

Teacher Leadership (Grades K–12)

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

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

For students beginning their program February 26, 2024 or later.

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. Educational Specialist principal licensure program candidates can select to seek licensure in Minnesota or Ohio. 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 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 certain programs. 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

- 56 total quarter credits
- Foundation course (5 quarter credits)
- Core courses (45 quarter credits)
- Field Experience Preparation (0 credit)
- Field Experience* courses (6 quarter 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 (5 quarter credits)

EDSP 7002 - Foundations: Educational Leadership and Administration (5 credits)

Core Courses (45 quarter credits)

EDSP 7200 - Teaching and Learning for School Leaders (5 credits)

EDSP 7201 - Communication and Collaboration for Leaders (5 credits)

EDSP 7202 - Ensuring Quality Education for Students with Diverse Needs (5 credits)

EDSP 7203 - Policy and Law in School Organizations (5 credits)

EDSP 7204 - Using Data to Strengthen Schools (5 credits)

EDSP 7205 - Budgeting and Allocating Resources (5 credits)

EDSP 7206 - Creating Positive, Safe, and Effective Learning Environments (5 credits)

EDSP 7207 - Leading Curriculum Initiatives: Literacy and Math (5 credits)

EDSP 7208 - Recruiting, Evaluating, and Retaining School Personnel (5 credits)

Field Experience Courses (6 quarter credits)

FEEH 7801 – Field Experience Preparation (0 credits)

EDSP 7801 - Field Experience (1 credit)

EDSP 7802 - Field Experience (1 credit)

EDSP 7803 - Field Experience (1 credit)

EDSP 7804 - Field Experience (1 credit)

EDSP 7805 - Field Experience (1 credit)

EDSP 7806 - Field Experience (1 credit)

Course Sequence

The recommended course sequence is as follows:

Quarter	Course	Credits
Quarter 1	EDSP 7002 - Foundations: Educational Leadership and Administration	5 quarter credits
	FEEH 7801 - Field Experience Preparation	0 quarter credits
	EDSP 7200 - Teaching and Learning for School Leaders	5 quarter credits
Quarter 2	EDSP 7201 - Communication and Collaboration for Leaders	5 quarter credits
	EDSP 7202 - Ensuring Quality Education for Students With Diverse Needs	5 quarter credits
	AND	1 quarter credit
Quarter 3	EDSP 7801- Field Experience	
	EDSP 7203 - Policy and Law in School Organizations	5 quarter credits
	AND	1 quarter credit
	EDSP 7802- Field Experience	
	EDSP 7204 - Using Data to Strengthen Schools	5 quarter credits
	AND	1 quarter credit
Quarter 4	EDSP 7803- Field Experience	
	EDSP 7205 - Budgeting and Allocating Resources	5 quarter credits
	AND	1 quarter credit
	EDSP 7804- Field Experience	
	EDSP 7206 - Creating Positive, Safe, and Effective Learning Environments	5 quarter credits
	AND	1 quarter credit
Quarter 5	EDSP 7805- Field Experience	
	EDSP 7207 - Leading Curriculum Initiatives: Literacy and Math	5 quarter credits
	AND	1 quarter credit
	EDSP 7806- Field Experience	
	EDSP 7208 - Recruiting, Evaluating, and Retaining School Personnel	5 quarter credits

Field Experience Preparation

Walden is committed to providing students with resources and support in preparation of field experience(s). To help ease anxiety in the field experience process, Walden offers a 0-credit Field Experience Preparation course, a structured experience that guides students through the application process and currently available readiness resources. The course is designed to complement other prerequisite courses needed in preparation for field experience(s). The goal is that students submit their field experience application by the end of the course. Of course, there may be reasons why a field experience needs to be postponed, or the readiness course may not be needed if a field experience opportunity has already been secured. In this instance, students may opt-out of the course. By opting out of the Field Experience Preparation course without having submitted a complete field experience application you are notifying Walden that you have chosen to delay the beginning of your field experience

indefinitely, it is your responsibility to notify Walden when you plan to begin the field experience component of your program. In some instances, opting out of the Field Experience Preparation course indicates the foundational components of the field experience process have been satisfied and submission of the field experience application is pending. While the course is not yet available for Tempo students, the same readiness resources are available to Tempo students seeking field experience.

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.

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 authentic learning experiences, students explore 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.

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 (Quarter)

For students beginning their program May 27, 2024 or later.

Degree Requirements

- 50-60 total quarter credits (50 quarter credits General program; 60 quarter credits Early Childhood Administration, Management, and Leadership specialization)
- Foundation course (5 quarter credits)
- Core courses (40 quarter credits)
- Specialization courses (10 quarter credits)
- Capstone (5 quarter credits)

Core Curriculum

Foundation Course (5 quarter credits)

MSEC 6003 - Foundations of Early Childhood Professionalism* (5 credits)

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

Core Courses (40 quarter credits)

MSEC 6101 - The Developing Brain and the Young Child* (5 credits)

- Students may take this a non-degree course.

MSEC 6102 - Family and Community Partnerships* (5 credits)

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

MSEC 6103 - Play and Creativity* (5 credits)

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

MSEC 6104 - Engaging Environments (5 credits)

MSEC 6106 - Meaningful Curriculum P–3* (5 credits)

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

MSEC 6107 - Observation and Assessment 0–8 (5 credits)

MSEC 6108 - Intentional and Responsive Practice in the Content Areas P–3* (5 credits)

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

MSEC 6109 - Meaningful Learning Experiences P–3 (5 credits)

Specialization Courses (10 quarter credits)

Specialization in Early Childhood Administration, Management, and Leadership

Capstone Course (5 quarter credits)

MSEC 6918 - Capstone: Leadership and Advocacy in the Early Childhood Field (5 credits)

Course Sequence

The recommended course sequence is as follows:

Quarter	Course	Credits
Quarter 1	MSEC 6003 - Foundations of Early Childhood Professionalism	5 quarter credits
	MSEC 6101 - The Developing Brain and the Young Child	5 quarter credits
Quarter 2	MSEC 6102 - Family and Community Partnerships	5 quarter credits
	MSEC 6103 - Play and Creativity	5 quarter credits
Quarter 3	MSEC 6104 - Engaging Environments	5 quarter credits
	MSEC 6106 - Meaningful Curriculum P–3	5 quarter credits
Quarter 4	MSEC 6107 - Observation and Assessment 0–8	5 quarter credits
	MSEC 6108 - Intentional and Responsive Practice in the Content Areas P–3	5 quarter credits
Quarter 5-6	MSEC 6109 - Meaningful Learning Experiences: P–3	5 quarter credits
	Specialization Course	5 quarter credits
	Specialization Course	5 quarter 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 competencybased 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.
- PV001 – 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.
- PV002 – Roles, Responsibilities and Relationships of Early Childhood Professionals
Examine roles, responsibilities, and relationships among early childhood professionals in various sectors/settings within the field.
- PV003 – 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
- PV004 – 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.
- PV005 – 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

Specialization in Teaching and Learning in Early Childhood 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 childhood field.

MS in Higher Education (Quarter)

For students beginning their program May 27, 2024 or later.

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

- 45 total quarter credits
- Foundation course (5 quarter credits)
- Core courses (15 quarter credits)
- Specialization courses (20 quarter credits)
- Capstone course (5 quarter credits)

Curriculum

Foundation Course (5 quarter credits)

MSHE 6155 - Understanding Higher Education* (5 credits)

- Students may take this a non-degree course.

Core Courses (15 quarter credits)

MSHE 6156 - Understanding Students: Learning, Development, and Diversity* (5 credits)

- Students may take this a non-degree course.

MSHE 6157 - Understanding Institutions: Organizational Behavior and Culture* (5 credits)

- Students may take this a non-degree course.

MSHE 6263 - Best Practices for Student Success* (5 credits)

- Students may take this a non-degree course.

Additional Core Courses/Specialization Courses

These courses are dependent upon the particular specialization. Please see the course list under each specialization below.

Capstone Course (5 quarter credits)

MSHE 6960 - Capstone: Master's Project (5 credits)

General Program

Specialization in Adult Learning

Specialization in College Teaching and Learning

Specialization in Leadership for Student Success

Course Sequence

The recommended course sequence is as follows:

Quarter	Course	Credits
Quarter 1	MSHE 6155: Understanding Higher Education*	5 quarter credits
	MSHE 6156: Understanding Students: Learning, Development, and Diversity	5 quarter credits
Quarter 2	MSHE 6157: Understanding Institutions: Organizational Behavior and Culture	5 quarter credits
	MSHE 6263: Best Practices for Student Success	5 quarter credits
Quarter 3	Specialization Course #1	5 quarter credits
	Specialization Course #2	5 quarter credits
Quarter 4	Specialization Course #3	5 quarter credits
	Specialization Course #4	5 quarter credits
Quarter 5	MSHE 6960: Capstone: Master's Project	5 quarter credits

***Students enrolling in a midterm start date will take MSHE 6155A, a 6-week version of this course by itself in their first term.**

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

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, studentcentered learning experiences that build their students' knowledge and skills.

Accreditation



The Richard W. Riley College of Education and Human Sciences is accredited by the Council for the Accreditation of Educator Preparation (CAEP). This means the college has met rigorous standards for demonstrating excellence and continuous improvement in educator preparation.

CAEP accreditation is based on a review of The Richard W. Riley College of Education and Human Sciences' 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 and the MS in Education with a specialization in Educational Leadership and Administration.

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. Candidates seeking licensure in Minnesota are responsible for completing all Minnesota requirements beyond Walden's state-approved program. 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 certain programs. 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

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

- 70 Total quarter credits
- Professional core courses (60 credits)
- Field Experience Preparation course (0 credit)
- Demonstration Teaching Preparation course (0 credit)
- Demonstration Teaching courses (10 credits)

- Field experience**: a minimum of 100 hours of classroom-based field experiences in conjunction with coursework; 12 weeks of full-time demonstration teaching

**Note: In addition to Walden's general technical requirements, candidates must have access to technology (i.e., scanner and video camera) that allows them to scan documents and record themselves teaching.

Curriculum

Core Courses (60 credits)

- EDUC 6060 - Meaningful Teaching and Learning Through Planning, Instruction, and Assessment (5 credits)
 - EDUC 6061 - Culturally Responsive, Engaging Learning Environments (5 credits)
 - EDUC 6062 - Literacy Instruction and Assessment* (5 credits)
 - EDUC 6080 - Foundations of Special Education (5 credits)
 - EDUC 6081 - Developing Effective Individualized Education Programs (5 credits)
 - EDUC 6082 - Collaboration and Professional Development in Special Education (5 credits)
 - EDUC 6083 - Special Education Evaluation and Assessment* (5 credits)
 - EDUC 6084 - Instructional Strategies for Learners with Exceptionalities* (5 credits)
 - EDUC 6085 - Behavior Management to Support All Students with Exceptionalities* (5 credits)
 - EDUC 6405 - The Professional Educator (5 credits)
 - EDUC 6406 - Respecting Diversity: Promoting Equity and Inclusion (5 credits)
 - EDUC 6407 - Foundations of Teaching Literacy (5 credits)
 - FEEH 6083 – Field Experience Preparation (0 credits)
 - FEEH 6086 – Demonstration Teaching Preparation (0 credits)
- *Field Experience courses (25 hours in each; 100 total hours)

Demonstration teaching (10 credits)

- EDUC 6086 - Demonstration Teaching in Special Education 1 (5 credits)
- EDUC 6087 - Demonstration Teaching in Special Education 2 (5 credits)

Course Sequence

Candidates undertake courses in the following sequence.

Note: The course sequence is subject to change depending on your start date.

Quarter	Course	Credits
Quarter 1	EDUC 6405 - The Professional Educator	5 credits

	FEEH 6083 – Field Experience Preparation	0 credits
Quarter	Course	Credits
	EDUC 6061 - Culturally Responsive, Engaging Learning Environments	5 credits
Quarter 2	EDUC 6060 - Meaningful Teaching and Learning Through Planning, Instruction, and Assessment	5 credits
	EDUC 6080 - Foundations of Special Education	5 credits
Quarter 3	EDUC 6083 - Special Education Evaluation and Assessment	5 credits
	EDUC 6084 - Instructional Strategies for All Students with Exceptionalities	5 credits
Quarter 4	EDUC 6081 - Developing Effective Individualized Education Programs	5 credits
	FEEH 6086 – Demonstration Teaching Preparation	0 credits
	EDUC 6407 - Foundations of Teaching Literacy	5 credits
Quarter 5	EDUC 6062 - Literacy Instruction and Assessment	5 credits
	EDUC 6085 - Behavior Management to Support Learners with Exceptionalities	5 credits
Quarter 6	EDUC 6406- Respecting Diversity: Promoting Equity and Inclusion	5 credits
	EDUC 6082 - Collaboration and Professional Development in Special Education	5 credits
Quarter 7	EDUC 6086 - Demonstration Teaching in Special Education 1	5 credits
	EDUC 6087 – Demonstration Teaching in Special Education 2	5 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 the field experience SharePoint. 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.

Field Experience and Demonstration Teaching Preparation Courses

Walden is committed to providing candidates with resources and support in preparation of field experiences. To help ease anxiety in the field experience process, Walden offers a 0-credit

Field Experience Preparation course and Demonstration Teaching Preparation course. Both courses are structured experiences that guide candidates through the application process and currently available readiness resources. The courses are designed to complement other pre-requisite courses needed in preparation for field experiences. There may be reasons why a field experience course needs to be postponed, or the readiness course may not be needed if a field experience opportunity has already been secured. In this instance, students may opt-out of the applicable preparation course.

The Richard W. Riley College of Education and Human Services: Certificates

Post-Baccalaureate Certificates

- Post-Baccalaureate Certificate in Instructional Design and Technology (not currently accepting new students)”

Graduate Certificates

- Graduate Certificate in Adult Learning (Semester) (not currently accepting new students)
- Graduate Certificate in College Teaching and Learning (Semester) (not currently accepting new students)
- Graduate Certificate in Curriculum, Instruction, and Assessment (Semester) (not currently accepting new students)
- Graduate Certificate in Early Childhood Administration, Management, and Leadership (Semester) (not currently accepting new students)
- Graduate Certificate in Early Childhood Advocacy and Public Policy (not currently accepting new students)
- Graduate Certificate in Elementary Reading and Literacy (Semester) (not currently accepting new students)
- Graduate Certificate in Engaging Culturally Diverse Learners (Semester) (not currently accepting new students)
- Graduate Certificate in Enrollment Management and Institutional Marketing (not currently accepting new students)
- Graduate Certificate in Higher Education Leadership for Student Success (Semester) (not currently accepting new students)

- Graduate Certificate in Integrating Technology in the Classroom (Semester) (not currently accepting new students)
 - Graduate Certificate in Mathematics 5–8 (Semester) (not currently accepting new students)
 - Graduate Certificate in Mathematics K–6 (Semester) (not currently accepting new students)
 - Graduate Certificate in Online Teaching for Adult Educators (not currently accepting new students)
 - Graduate Certificate in Reading and Literacy K–12 (not currently accepting new students)
 - Graduate Certificate in Science, Grades K–8 (Semester) (not currently accepting new students)
 - Graduate Certificate in Special Education (Semester) (not currently accepting new students)
 - Graduate Certificate in Teacher Leadership (Semester) (not currently accepting new students)
 - Graduate Certificate in Teaching and Diversity in Early Childhood Education (not currently accepting new students)
 - Graduate Certificate in Teaching English Language Learners (not currently accepting new students)
- Post-Master's Certificates**

- 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

Graduate Certificate in Adult Learning (Semester)

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 beginning their program prior to August 26, 2024.

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 (Semester)

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 beginning their program prior to August 26, 2024

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 subjectspecific 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 (Semester)

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 beginning their program prior to August 26, 2024.

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 credits
	EDUC 6731 - Assessment for Student Learning	3 semester credits
Semester 2	EDUC 6734 - Differentiated Instruction (Accelerating)	3 semester credits
	EDUC 6651 - Teacher Leadership in the Classroom: Increasing Learning and Achievement	3 semester credits

Graduate Certificate in Early Childhood Administration, Management, and Leadership (Semester)

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 beginning their program prior to August 26, 2024.

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 competencybased 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.

Learning Outcomes

As a graduate of our online master's in education program, you will be prepared to:

- Analyze practices that promote healthy child development in diverse populations.
- Evaluate elements of effective early childhood programs.

- Analyze ethical guidelines for professional growth and practice as a leader and advocate in the early childhood field.

Course-Based Program

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.

- 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

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 (Semester)

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 beginning their program prior to August 26, 2024.

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 (Semester)

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 beginning their program prior to August 26, 2024.

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

Graduate Certificate in Enrollment Management and Institutional 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 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 (Semester)

Graduate Certificate in Higher Education Leadership for Student Success

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 beginning their program prior to August 26, 2024.

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 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

(Semester)

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 beginning their program prior to August 26, 2024.

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 Areas	3 semester credits

Graduate Certificate in Mathematics 5–8 (Semester)

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 beginning their program prior to August 26, 2024.

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 (Semester)

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 beginning their program prior to August 26, 2024

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

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 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 Learners	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 (Semester)

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 beginning their program prior to August 26, 2024.

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 (Semester)

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 beginning their program prior to August 26, 2024.

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

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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 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 (Semester)

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 beginning their program prior to August 26, 2024

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 semester credits
	EDUC 6651 - Teacher Leadership in the Classroom: Increasing Learning and Achievement	3 semester credits
Semester 2	EDUC 6655 - Teacher Leadership: Mentoring, Coaching, and Collaboration With Colleagues	3 semester credits
	EDUC 6659 - Teacher Leadership in Professional Learning Communities	3 semester credits

Graduate Certificate in Teaching and Diversity in Early Childhood

Education

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 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
	EDUC 6161 - Effective Programs and Practices	3 semester credits
Semester 2	EDUC 6164 - Perspectives on Diversity and Equity	3 semester credits
	EDUC 6357 - Diversity, Development, and Learning	3 semester credits
Semester 3	EDUC 6358 - Strategies for Working With Diverse Children	3 semester credits

Graduate Certificate in Teaching English Language Learners

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, 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

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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
Semester 1	EDUC 6726 - Understanding the English Language Learner	3 semester credits
	EDUC 6727 - Strategies for Teaching English as a Second Language	3 semester credits
Semester 2	EDUC 6728 - Strategies for Teaching Content to English-Language Learners	3 semester credits
	EDUC 6729 - Assessment and the English-Language Learner	3 semester credits

Graduate Certificate in Teaching K–12 Students Online

Post-Baccalaureate Certificate in Instructional Design and 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.

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 credits
	Certificate Course 1	3 semester credits
Semester 2	Certificate Course 2	3 semester credits
	Certificate Course 3	3 semester credits

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 1	EDDD 8040 - The Community College—Historical Context and Critical Issues	5 credits
Quarter 2	EDDD 8041 - Transformational Leadership for Institutional Effectiveness in Community Colleges	5 credits
Quarter 3	EDDD 8042 - Contemporary Issues, Challenges, and Trends in Community Colleges	5 credits
Quarter 4	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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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)

Course Sequence

The recommended course sequence is as follows:

Quarter	Course
Quarter 1	EDDD 8050 – Curriculum Instruction, and Assessment: A Systems Perspective
Quarter 2	EDDD 8051 – Data-Driven Instruction and Assessment
Quarter 3	EDDD 8052 – Curriculum Design to Promote Social Change
Quarter 4	EDDD 8106 – Program Evaluation for Continuous Improvement

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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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)

Course Sequence

The recommended course sequence is as follows:

Quarter	Course
Quarter 1	EDPD 8080 – Child Development in the Critical Early Years
Quarter 2	EDPD 8081 – The Language/Literacy Continuum From Birth Through Age 8
Quarter 3	EDPD 8082 – Meaningful Learning Experiences in Supportive Environments
Quarter 4	EDPD 8083 – Evaluating and Leading Effective Early Childhood Programs

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.

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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.

Course Sequence

The recommended course sequence is as follows:

Quarter	Course
Quarter 1	EDPD 8040 – Governance and Politics of Education
Quarter 2	EDPD 8046 – P-20 education Law, Policy, and Governance
Quarter	Course
Quarter 3	EDPD 8043 – Policy Development and Implementation
Quarter 4	EDPD 8044 – Leadership and Management for Change in Education

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.

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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 1	EDDD 8090 - Trends and Issues in Educational Technology	5 credits
Quarter 2	EDDD 8103 - eLearning	5 credits
Quarter 3	EDDD 8093 - Leading Change	5 credits
Quarter 4	EDDD 8107 - Designing Instruction for eLearning	5 credits

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)

Course Sequence

The recommended course sequence is as follows:

Quarter	Course
Quarter 1	EDDD 8020 – Contemporary Issues and Trends in Higher Education and Adult Learning
Quarter 2	EDDD 8021 – Understanding the Adult Learner
Quarter 3	EDDD 8022 – Leadership of Higher Education Programs for Adult Learners
Quarter 4	EDDD 8023 – Program Planning and Assessment

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)

Course Sequence

The recommended course sequence is as follows:

Quarter	Course
Quarter 1	EDDD 8030 – Higher Education in the 21st Century
Quarter 2	EDDD 8031 – Leading and Managing Instructional Change
Quarter 3	EDDD 8032 – Strategic Planning and Program Evaluation in Higher Education
Quarter 4	EDDD 8104 – Managing Resources in Higher Education

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 1	EDDD 8030 - Higher Education in the 21st Century	5 credits
Quarter 2	EDDD 8031 - Leading and Managing Instructional Change	5 credits
Quarter 3	EDDD 8032 - Strategic Planning and Program Evaluation in Higher Education	5 credits
Quarter 4	EDDD 8104 - 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
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 1	EDPD 8020 - A New Vision of Organizational Research, Assessment, and Evaluation	5 credits
Quarter 2	EDPD 8021 - Assessment, Evaluation, and Accountability: The Sociological, Political, and Economic Factors	5 credits
Quarter 3	EDPD 8023 - Evaluating and Improving Programs, Organizations, and Systems	5 credits
Quarter 4	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

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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)

Course Sequence

The recommended course sequence is as follows:

Quarter	Course
Quarter 1	EDDD 8060 – Issues and Trends in Reading and Literacy
Quarter 2	EDDD 8102 – Promoting the Success of Diverse Learners
Quarter 3	EDDD 8061 – Assessment and Data Analysis to Support Effective Literacy Programs
Quarter 4	EDDD 8062 – Collaborative Approach to Literacy Across the Content Areas

Graduate Certificate in Adult Learning (Quarter)

For students beginning their program August 26, 2024 or later

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

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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.

Learning Outcomes

Upon completion of the Graduate Certificate in Adult Learning, students 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. Create effective learning environments using research-based teaching strategies that engage and support diverse learners.
3. Make effective decisions based on critical evaluation of research and data.
4. Demonstrate the ability to use appropriate technologies to support learning in a variety of teaching contexts.

Certificate Requirements

- 20 total quarter credits

Curriculum

MSHE 6171 - Theories and Frameworks for Adult Learning* (5 credits)

- Students may take this a non-degree course.

MSHE 6174 - Developing a Repertoire of Effective Teaching Practices* (5 credits)

- Students may take this a non-degree course.

MSHE 6175 - Planning, Assessing, and Improving Adult Learning* (5 credits)

- Students may take this a non-degree course.

MSHE 6277 - Using Technology to Enhance Adult Learning* (5 credits)

- Students may take this a non-degree course.

Course Sequence

The recommended course sequence is as follows:

Quarter	Course	Credits
Quarter 1	MSHE 6171 - Theories and Frameworks for Adult Learning	5 quarter credits
	MSHE 6174 - Developing a Repertoire of Effective Teaching Practices	5 quarter credits
Quarter 2	MSHE 6175 - Planning, Assessing, and Improving Adult Learning	5 quarter credits
	MSHE 6277 – Using Technology to Enhance Adult Learning	5 quarter credits

Graduate Certificate in Curriculum, Instruction, and Assessment Semester (Quarter)

For students beginning their program August 26, 2024 or later

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

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Learning Outcomes

Learning Outcomes

Graduates of this certificate program will be prepared to:

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

Certificate Requirements

- 20 total quarter credit hours

Curriculum

MEDU 6651 - Teacher Leadership in the Classroom: Increasing Learning and Achievement*
(5 credits)

- Students may take this a non-degree course.

MEDU 6730 - Curriculum Design for Learning* (5 credits)

- Students may take this a non-degree course.

MEDU 6731 - Assessment for Student Learning* (5 credits)

- Students may take this a non-degree course.

MEDU 6732 - Differentiated Instruction* (5 credits)

- Students may take this a non-degree course.

Course Sequence

The recommended course sequence is as follows:

Quarter	Course	Credits
Quarter 1	MEDU 6730 – Curriculum Design for Learning	5 quarter credits
	MEDU 6731 – Assessment for Student Learning	5 quarter credits
Quarter 2	MEDU 6732 – Differentiated Instruction	5 quarter credits
	MEDU 6651 – Teacher Leadership in the Classroom: Increasing Learning and Achievement	5 quarter credits

Graduate Certificate in Elementary Reading and Literacy (Quarter)

For students beginning their program August 26, 2024 or later

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.

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Learning Outcomes

Learning Outcomes

Graduates of this certificate program will be prepared to:

- Apply research-based instructional practices to help students in grades PK-6 achieve Common Core State Standards and other standards.
- Evaluate reading and literacy development of all students in grades PK-6 including linguistically, culturally, and academically diverse learners.
- Apply literacy assessment data appropriately to inform reading and literacy instruction in grades PK-6.

Certificate Requirements

- 25 total quarter credit hours

Curriculum

READ 6805 - Reading and Literacy Today* (5 credits)

- Students may take this a non-degree course.

READ 6806 - Literacy Development P-3* (5 credits)

- Students may take this a non-degree course.

READ 6807 - Reading and Literacy Growth Grades 4-6* (5 credits)

- Students may take this a non-degree course.

READ 6808 - Literacy in Culturally and Linguistically Diverse Classrooms* (5 credits)

- Students may take this a non-degree course.

READ 6809 - Literacy in Academically Diverse Classrooms* (5 credits)

- Students may take this a non-degree course.

Course Sequence

The recommended course sequence is as follows:

Quarter	Course	Credits
Quarter 1	READ 6805 - Reading and Literacy Today	5 quarter credits
	READ 6806 - Literacy Development P–3	5 quarter credits
Quarter 2	READ 6807 - Reading and Literacy Growth Grades 4–6	5 quarter credits
	READ 6808 - Literacy in Culturally and Linguistically Diverse Classrooms	5 quarter credits
Quarter 3	READ 6809 - Literacy in Academically Diverse Classrooms	5 quarter credits

Graduate Certificate in Higher Education Leadership for Student Success (Quarter)

For students beginning their program August 26, 2024 or later

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.

Learning Outcomes

Upon completion of the Graduate Certificate in Higher Education Leadership for Student Success, students will be able to:

1. Make effective decisions based on critical evaluation of research and data.
2. Articulate the perspectives and interests of multiple stakeholders.
3. Choose leadership approaches appropriate to the culture of the organization.

4. Evaluate the potential impact of policies and processes on student outcomes.

Certificate Requirements

- 20 total quarter credits

Curriculum

MSHE 6156 - Understanding Students: Learning, Development, and Diversity* (5 credits)

- Students may take this a non-degree course.

MSHE 6263 - Best Practices for Student Success* (5 credits)

- Students may take this a non-degree course.

MSHE 6751 - Creating Supportive Learning and Service Environments* (5 credits)

MSHE 6752 - Leading Change in Student Support Programs* (5 credits)

- Students may take this a non-degree course.

Course Sequence

The recommended course sequence is as follows:

Quarter	Course	Credits
Quarter 1	MSHE 6156 - Understanding Students: Learning, Development, and Diversity	5 quarter credits
	MSHE 6263 - Best Practices for Student Success	5 quarter credits
Quarter 2	MSHE 6751 - Creating Supportive Learning and Service Environments	5 quarter credits
	MSHE 6752 - Leading Change in Student Support Programs	5 quarter credits

Graduate Certificate in Mathematics 5-8 (Quarter)

For students beginning their program August 26, 2024 or later

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.

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Learning Outcomes

Graduates of this certificate program will be prepared to:

- Utilize a variety of manipulative materials and emerging technological resources in the grades 5-8 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.
- Apply strategies to help students in grades 5-8 diagnose misconceptions, solve problems successfully, and develop mathematical habits of mind.

Certificate Requirements

- 25 total quarter credits

Curriculum

MATH 6751 - Understanding Number Systems and Operations* (5 credits)

- Students may take this a non-degree course.

MATH 6752 - Geometric Thinking and Measurement* (5 credits)

- Students may take this a non-degree course.

MATH 6753 - Algebraic Reasoning, Functions, and Equations* (5 credits)

- Students may take this a non-degree course.

MATH 6754 - Data, Probability, and Statistical Reasoning* (5 credits)

- Students may take this a non-degree course.

MATH 6761 - Learning and Teaching Mathematics* (5 credits)

- Students may take this a non-degree course.

Course Sequence

The recommended course sequence is as follows:

Quarter	Course	Credits
Quarter 1	MATH 6751 - Understanding Number Systems and Operations	5 quarter credits
	MATH 6752 - Geometric Thinking and Measurement	5 quarter credits
Quarter 2	MATH 6753 - Algebraic Reasoning, Functions, and Equations	5 quarter credits
	MATH 6754 - Data, Probability, and Statistical Reasoning	5 quarter credits
Quarter 3	MATH 6761 - Learning and Teaching Mathematics	5 quarter credits

Graduate Certificate in Science, Grades K-8 (Quarter)

For students beginning their program August 26, 2024 or later

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

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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.

Learning Outcomes

Learning Outcomes

Graduates of this certificate program will be prepared to:

- Analyze the major concepts, principles, theories, laws, and interrelationships of biology and supporting fields.
- Analyze the major concepts, principles, theories, laws, and interrelationships of earth and space science and supporting fields.
- Analyze the major concepts, principles, theories, laws, and interrelationships of the physical world and supporting fields.
- Synthesize how teaching the future of science contributes to each of the fields of science.

Certificate Requirements

- 25 total quarter credits

Curriculum

SCIE 6760 - The Nature of Science* (5 credits)

- Students may take this a non-degree course.

SCIE 6761 - Exploring the Physical World* (5 credits)

- Students may take this a non-degree course.

SCIE 6762 - Investigating the Living World* (5 credits)

- Students may take this a non-degree course.

SCIE 6763 - Exploring the Earth and Beyond* (5 credits)

- Students may take this a non-degree course.

SCIE 6764 - Looking Into the Future of Science and Education* (5 credits)

- Students may take this a non-degree course.

Course Sequence

The recommended course sequence is as follows:

Quarter	Course	Credits
Quarter 1	SCIE 6760 - The Nature of Science	5 quarter credits
	SCIE 6761 - Exploring the Physical World	5 quarter credits
Quarter 2	SCIE 6762 - Investigating the Living World	5 quarter credits
	SCIE 6763 - Exploring the Earth and Beyond	5 quarter credits
Quarter 3	SCIE 6764 - Looking Into the Future of Science and Education	5 quarter credits

Graduate Certificate in Teacher Leadership (Quarter)

For students beginning their program August 26, 2024 or later

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

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Learning Outcomes

Learning Outcomes

Graduates of this certificate program will be prepared to:

- Apply diverse instructional strategies.
- Evaluate instructional policy, curriculum development, and staff development in collaboration with other professionals.

Certificate Requirements

- 20 total quarter credits

Curriculum

MEDU 6647 - Dynamic Teacher Leadership* (5 credits)

- Students may take this a non-degree course.

MEDU 6651 - Teacher Leadership in the Classroom: Increasing Learning and Achievement* (5 credits)

- Students may take this a non-degree course.

MEDU 6655 - Teacher Leadership: Mentoring, Coaching, and Collaboration with Colleagues* (5 credits)

- Students may take this a non-degree course.

MEDU 6659 - Teacher Leadership in Professional Learning Communities* (5 credits)

- Students may take this a non-degree course.

Course Sequence

The recommended course sequence is as follows:

Quarter	Course	Credits
Quarter 1	MEDU 6647 - Dynamic Teacher Leadership	5 quarter credits
	MEDU 6651 - Teacher Leadership in the Classroom: Increasing Learning and Achievement	5 quarter credits
Quarter 2	MEDU 6655 - Teacher Leadership: Mentoring, Coaching, and Collaboration With Colleagues	5 quarter credits
	MEDU 6659 - Teacher Leadership in Professional Learning Communities	5 quarter credits

Graduate Certificate in College Teaching and Learning (Quarter)

For students beginning their program August 26, 2024 or later

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.

Learning Outcomes

Upon completion of the Graduate Certificate in College Teaching and Learning, students will be able to:

1. Design course plans, curricula, and learning activities that enable diverse learners to meet desired learning goals.
2. Create effective learning environments using research-based teaching strategies that engage and support diverse learners.
3. Apply the skills needed to assess and provide feedback on learner performance in ways that support learning and development.
4. Apply theoretical concepts to develop a personal pedagogical style that enhances student learning in an online environment.

Certificate Requirements

- 20 total quarter credit hours

Curriculum

MSHE 6757 - Planning for Learning* (5 credits)

- Students may take this a non-degree course.

MSHE 6758 - Creating Engaging Learning Experiences* (5 credits)

- Students may take this a non-degree course.

MSHE 6759 - Assessing for Learning* (5 credits)

- Students may take this a non-degree course.

MSHE 6760 - Facilitating Learning Online* (5 credits)

- Students may take this a non-degree course.

Course Sequence

The recommended course sequence is as follows:

Quarter	Course	Credits
Quarter 1	MSHE 6757 - Planning for Learning	5 quarter credits
	MSHE 6758 - Creating Engaging Learning Experiences	5 quarter credits
Quarter 2	MSHE 6759 - Assessing for Learning	5 quarter credits
	MSHE 6760 - Facilitating Learning Online	5 quarter credits

Graduate Certificate in Early Childhood Administration, Management, and Leadership

For students beginning their program August 26, 2024 or later

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 competencybased 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.

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individual's responsibility to understand and comply with all state and school district requirements.

Learning Outcomes

Graduates of this certificate program will be prepared to:

- Analyze practices that promote healthy child development in diverse populations.
- Evaluate elements of effective early childhood programs.
- Analyze ethical guidelines for professional growth and practice as a leader and advocate in the early childhood field.

Course-Based Program (Quarter)

For students beginning their program August 26, 2024 or later.

- 15 total quarter credits

Curriculum

MSEC 6108 - Intentional and Responsive Practice in the Content Areas P–3* (5 credits)

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

MSEC 6110 - Effective Leadership for Early Childhood Settings* (5 credits)

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

MSEC 6111 - Effective Management for Early Childhood Settings* (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	MSEC 6108 – Intentional and Responsive Practice in the Content Areas P-3	5 quarter credits
	MSEC 6110 – Effective Leadership for Early Childhood Settings	5 quarter credits
Quarter 2	MSEC 6111 – Effective Management for Early Childhood Settings	5 quarter 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 competencybased 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 Engaging Culturally Diverse Learners (Quarter)

For students beginning their program August 26, 2024 or later

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

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Learning Outcomes

Learning Outcomes

Graduates of this certificate program will be prepared to:

- Integrate major concepts, principles, theories, and research related to the role of culture in language development and academic achievement into planning that supports student learning.
- Apply standards-based and performance-based language proficiency instruments to identify, place, and evaluate the language growth of ESOL students.

Certificate Requirements

- 20 total quarter credits

Curriculum

MEDU 6650 - Enhancing Learning for Diverse Populations* (5 credits)

- Students may take this a non-degree course.

MEDU 6657 - Creating an Effective Classroom Learning Environment* (5 credits)

- Students may take this a non-degree course.

MEDU 6714 - Reaching and Engaging All Learners Through Technology* (5 credits)

- Students may take this a non-degree course.

MEDU 6732 - Differentiated Instruction* (5 credits)

- Students may take this a non-degree course.

Course Sequence

The recommended course sequence is as follows:

Quarter	Course	Credits
Quarter 1	MEDU 6650 - Enhancing Learning for Diverse Populations	5 quarter credits
	MEDU 6732 - Differentiated Instruction	5 quarter credits
Quarter 2	MEDU 6714 - Reaching and Engaging All Learners Through Technology	5 quarter credits
	MEDU 6657 - Creating an Effective Classroom Learning Environment	5 quarter credits

Graduate Certificate in Integrating Technology in the Classroom (Quarter)

For students beginning their program August 26, 2024 or later

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

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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.

Learning Outcomes

Learning Outcomes

Graduates of this certificate program will be prepared to:

- Designs relevant learning experiences that incorporate digital tools and resources to promote student learning and creativity.
- Critiques current and emerging digital tools to locate, analyze, evaluate, and use information resources to support research and learning.

Certificate Requirements

- 20 total quarter credits

Curriculum

MEDU 6710 - Understanding the Impact of Technology on Education, Work, and Society* (5 credits)

- Students may take this a non-degree course.

MEDU 6711 - Bridging Learning Theory, Instruction, and Technology* (5 credits)

- Students may take this a non-degree course.

MEDU 6712 - Supporting Information Literacy and Online Inquiry in the Classroom* (5 credits)

- Students may take this a non-degree course.

MEDU 6713 - Integrating Technology Across the Content Areas* (5 credits)

- Students may take this a non-degree course.

Course Sequence

The recommended course sequence is as follows:

Quarter	Course	Credits
Quarter 1	MEDU 6710 - Understanding the Impact of Technology on Education, Work, and Society	5 quarter credits
	MEDU 6711 - Bridging Learning Theory, Instruction, and Technology	5 quarter credits
Quarter 2	MEDU 6712 - Supporting Information Literacy and Online Inquiry in the Classroom	5 quarter credits

Graduate Certificate in Mathematics K-6 (Quarter)

For students beginning their program August 26, 2024 or later

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.

Learning Outcomes

Learning Outcomes

Graduates of this certificate program will be prepared to:

- 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.

- Apply strategies to help students in grades K-6 diagnose misconceptions, solve problems successfully, and develop mathematical habits of mind.

Certificate Requirements

- 25 total quarter credits

Curriculum

MATH 6761 - Learning and Teaching Mathematics* (5 credits)

- Students may take this a non-degree course.

MATH 6762 - Base Ten Number System and Operations: Addition/Subtraction* (5 credits)

- Students may take this a non-degree course.

MATH 6763 - Base Ten Number System and Operations: Multiplication/Division* (5 credits)

- Students may take this a non-degree course.

MATH 6764 - Measurement, Data, and Geometric Thinking* (5 credits)

- Students may take this a non-degree course.

MATH 6765 - Understanding Rational Numbers and Proportional Reasoning* (5 credits)

- Students may take this a non-degree course.

Course Sequence

The recommended course sequence is as follows:

Quarter	Course	Credits
Quarter 1	MATH 6761 - Learning and Teaching Mathematics	5 quarter credits
	MATH 6762 - The Base Ten Number System and Operations: Addition/Subtraction	5 quarter credits
Quarter 2	MATH 6763 - The Base Ten Number System and Operations: Multiplication/Division	5 quarter credits
	MATH 6764 - Measurement, Data, and Geometric Thinking	5 quarter credits
Quarter 3	MATH 6765 - Understanding Rational Numbers and Proportional Reasoning	5 quarter credits

Graduate Certificate in Special Education (Quarter)

For students beginning their program August 26, 2024 or later

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.

Learning Outcomes

Learning Outcomes

Graduates of this certificate program will be prepared to:

- Apply current legal and ethical policies and culturally responsive practices to support high quality educational experiences for All students with exceptionalities.
- 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.
- Apply evidenced-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.
- 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.

Certificate Requirements

- 20 total quarter credits

Curriculum

MEDU 6780 - Exploring Leadership, Collaboration, and Consultation* (5 credits)

- Students may take this a non-degree course.

MEDU 6781 - Special Education: Honoring Due Process* (5 credits)

- Students may take this a non-degree course.

MEDU 6782 - Supporting Effective Evaluation and Assessment Practices* (5 credits)

- Students may take this a non-degree course.

MEDU 6784 - Adapting Instruction Using Evidence-Based Strategies* (5 credits)

- Students may take this a non-degree course.

Course Sequence

The recommended course sequence is as follows:

Quarter	Course	Credits
Quarter 1	MEDU 6780 - Exploring Leadership, Collaboration, and Consultation	5 quarter credits
	MEDU 6781 - Special Education: Honoring Due Process	5 quarter credits
Quarter 2	MEDU 6782 - Supporting Effective Evaluation and Assessment Practices	5 quarter credits
	MEDU 6784 - Adapting Instruction Using Evidence-Based Strategies	5 quarter credits

Graduate Certificate in Applied Behavior Analysis

Help people with autism and developmental disabilities engage more successfully with the world with the Graduate Certificate in Applied Behavior Analysis (ABA). ABA is an evidence-based therapy used with both adults and children, particularly those on the autism spectrum. Learn to use the principles of human behavior to transform problem behaviors, build positive social skills, and improve lives.

This certificate offers students with a master's degree 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 Graduate Certificate in Applied Behavior Analysis program 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.

Learning Outcomes

- Apply foundational knowledge (e.g., philosophy, concepts and principles) to the science of behavior analysis.
- Implement behaviorally based assessments for behavior change that promote positive social change.
- Apply professional and ethical behaviors according to the Professional and Ethical Compliance Code for Behavior Analysts.
- Define the dimensions of applied behavior analysis.
- Evaluate results of behavior analytic research using single-subject experimental designs.
- Apply personnel supervision and management strategies.

Curriculum

PSYC 6717A - Foundation and Philosophy of Behavior Analysis (5 credits)

PSYC 6731A - Concepts and Principles of Behavior Analysis (5 credits)

PSYC 6733A - Ethical, Legal, Professional Issues in Behavior Analysis (5

credits) PSYC 6734A - Introduction to Behavioral Assessment and Intervention

(5 credits)

PSYC 6735A - Research Methods for Behavioral Analysis (5 credits)

PSYC 6736A - Advanced Behavioral Assessment and Intervention (5 credits)

PSYC 6739A - Organizational Behavior Management(5 credits)

Certificate Curriculum (35 credits)

Students undertake courses in the following sequence.

Quarter	Course	Credits
Quarter 1	PSYC 6717A - Foundation and Philosophy of Behavior Analysis	5 credits
Quarter	Course	Credits
	PSYC 6731A - Concepts and Principles of Behavior Analysis	5 credits
Quarter 2	PSYC 6733A - Ethical, Legal, Professional Issues in Behavior Analysis	5 credits
	PSYC 6734A - Introduction to Behavioral Assessment and Intervention	5 credits
Quarter 3	PSYC 6735A - Research Methods for Behavioral Analysis	5 credits
	PSYC 6736A - Advanced Behavioral Assessment and Intervention	5 credits
Quarter 4	PSYC 6739A - Organizational Behavioral Management	5 credits

College of Health Sciences and Public Policy

Mission

The College of Health Sciences and Public Policy supports and develops a diverse group of scholarpractitioner 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

Graduate Certificate Programs

- Graduate Certificate in Nonprofit Management
- Graduate Certificate in Public Health
- Graduate Certificate in Public Management and Leadership
- Graduate Certificate in Public Policy

Master's Degree Programs

- Master of Public Administration (MPA)
- Master of Public Health (MPH)
- MS in Nonprofit Management and Leadership
- Doctor of Public Administration (DPA)
- Doctor of Public Health (DrPH)

Doctoral Degree Programs

- PhD in Public Health
- PhD in Public Policy and Administration (PPA)

Programs Not Currently Accepting New Students

Graduate Certificates

- Graduate Certificate in Government Management (not currently accepting new students)
- Graduate Certificate in Homeland Security (not currently accepting new students)
- Graduate Certificate in Strategic Planning and Public Policy (not currently accepting new students)

BS in Health Studies

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 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 coursebased 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)

- 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 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 4000level 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)

- 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.

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 competencybased 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.
- 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

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.

Graduate Certificate in Government 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.

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 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 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
	MMPA 6451 - Public Policy Analysis	5 credits

Graduate Certificate in Homeland 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.

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 *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 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 *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)

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 6333 - Health Communication in the 21st Century* (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 6330 - Fundamentals of Biostatistics* (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 - Perspectives on Health and the Developing ScholarPractitioner*	5 credits
Quarter 2	PUBH 6038 - Health Behavior Theory PUBH 6032 - SPSS Revealed	5 credits 1 credits
Quarter 3	PUBH 6330 - Fundamentals of Biostatistics PUBH 6034 - Environmental Health: Local to Global	5 credits 5 credits
Quarter 4	PUBH 6035 - Epidemiology: Decoding the Science of Public Health PUBH 6333 - Health Communication in the 21st Century	5 credits 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 fiveyear 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.

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 *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 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

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 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
Quarter 2	MMPA 6451 - Public Policy Analysis	5 credits
	MMPA 6465 - Strategic Planning: Collaboration, Cooperation, and Coordination	5 credits

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. Explain the processes of public policy development, implementation, and evaluation to meet the goals and needs of diverse stakeholders
2. Critically assess major theories and concepts associated with the development of public policy and public administration
3. Assess major theories and concepts of public policy and public administration
4. Apply methods of scholarly research and data analysis to study public policy issues
5. Assess ethical strategies for implementing organizational change and development
6. Design strategies for diverse and inclusive collaboration across the research, policy, and practice sectors to address complex social problems
7. Evaluate best practices of inclusive public policy and administration that promote diverse perspectives in local, state, national, and international 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)

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

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)

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
Quarter 5	Elective Course 2 / Specialization Course 2	5 credits
	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 global public health, 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 (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.

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. Apply an understanding of the fundamental concepts of research methods, biostatistical data and software, and the epidemiological approach.
3. Evaluate environmental, structural, 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 effective leadership and decision making in public health.

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. Identify a commitment to professional, equitable, and ethically responsible public health research and practice.

Degree Requirements

- 64 total quarter credits
- Candidacy 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)
- Field Experience Preparation Course (0 credit)
- Practicum and Applied Project (8 credits)

Curriculum

Candidacy Course (5 credits)

PUBH 6005 - Perspectives on Health and the Developing Scholar-Practitioner (5 credits)

Core Courses (51 credits)

PUBH 6032 - SPSS Revealed* (1 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 6036 - Public Health Research Methods* (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 6213 - Public Health Grant Writing* (3 credits)

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

PUBH 6330 - Fundamentals of Biostatistics* (5 credits)

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

PUBH 6331 - Global Health and Social Justice* (5 credits)

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

PUBH 6332 - Health Policy and Systems Thinking* (5 credits)

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

PUBH 6333 - Health Communication in the 21st Century* (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.

PUBH 6600 - Leadership and Professional Practice in Public Health* (2 credits)

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

Practicum and Applied Project (8 credits)

PUBH 6641 - Applied Project in Public Health (3 credits)

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

FEHP 6637 – Field Experience Preparation (0 credits)

PUBH 6637 - Practicum: Field Experience in Public Health (5 credits)

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

Learn more about the Master of Public Health (MPH) Field Experience at: <https://academicguides.waldenu.edu/public-health-practicum/plan>

Course Sequence

Students undertake courses in the following sequence.

Quarter	Course	Credits
Quarter 1	PUBH 6005 - Perspectives on Health and the Developing ScholarPractitioner	5 credits
Quarter 2	PUBH 6038 - Health Behavior Theory	5 credits
	PUBH 6036 – Public Health Research Methods	5 credits
Quarter 3	PUBH 6032 - SPSS Revealed	1 credit
	PUBH 6034 - Environmental Health: Local to Global	5 credits
Quarter 4	PUBH 6330 - Fundamentals of Biostatistics	5 credits
	PUBH 6331 - Global Health and Social Justice	5 credits
Quarter 5	PUBH 6035 - Epidemiology: Decoding the Science of Public Health	5 credits

	PUBH 6475 - Program Planning, Implementation, and Evaluation	5 credits
Quarter 6	PUBH 6332 – Health Policy and Systems Thinking	5 credits
	FEHP 6637 - Field Experience Preparation	0 credits
	PUBH 6333 – Health Communication in the 21st Century	5 credits
Quarter 7	PUBH 6600 - Leadership and Professional Practice in Public Health	2 credits
	PUBH 6641 - Applied Project in Public Health	3 credits
Quarter 8	PUBH 6213 - Public Health Grant Writing	3 credits
	PUBH 6637 - Practicum: Field Experience in Public Health	5 credits

Field Experience Preparation

Walden is committed to providing students with resources and support in preparation of field experience(s). To help ease anxiety in the field experience process, Walden offers a 0-credit Field Experience Preparation course, a structured experience that guides students through the application process and currently available readiness resources. The course is designed to complement other prerequisite courses needed in preparation for field experience(s). The goal is that students submit their field experience application by the end of the course. Of course, there may be reasons why a field experience needs to be postponed, or the readiness course may not be needed if a field experience opportunity has already been secured. In this instance, students may opt-out of the course. By opting out of the Field Experience Preparation course without having submitted a complete field experience application you are notifying Walden that you have chosen to delay the beginning of your field experience indefinitely, it is your responsibility to notify Walden when you plan to begin the field experience component of your program. In some instances, opting out of the Field Experience Preparation course indicates the foundational components of the field experience process have been satisfied and submission of the field experience application is pending. While the course is not yet available for Tempo students, the same readiness resources are available to Tempo students seeking field experience.

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 6542 - 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

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 (35 credits)
- Research courses (10 credits)
- Completion of the Doctoral study

- Doctoral Seminar courses (5 credits; continuously enrolled in 1 credits per term for a minimum of 5 terms until completed)
- Doctoral Study completion course (5 credits per term for a minimum of four terms; taken continuously until completion of the doctoral study)
- Quarter Plans

Curriculum

Foundation Course (3 credits)

DDPA 8003 - Foundations in Doctoral Studies (3 credits) **Core Courses (35 credits)**

DDPA 8405 - Ethics and Social Justice (5 credits)

DDPA 8390 - Strategic Context of Public Management and Leadership (5 credits)

DDPA 8382 - Public Policy and Finance (5 credits)

DDPA 8200 - Management Techniques for the Public Sector (5 credits)

DDPA 8111 - Leadership and Organizational Change (5 credits)

DDPA 8112 - Governance and Public Policy (5 credits)

DDPA 8210 - Analytics for Evidence-Based Decision-Making (5 credits)

OR

RSCH 8360 - Advanced Qualitative Reasoning and Analysis (5 credits)

- Students may take this a non-degree course.

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.

Completion of the Doctoral Capstone

DDPA 8391 - Doctoral Seminar 1: Welcome to the Doctoral Study Journey! (1 credit)

DDPA 8392 - Doctoral Seminar 2: Building Knowledge and Skills (1 credit)

DDPA 8393 - Doctoral Seminar 3: Establishing Research Questions and Frameworks (1 credit)
DDPA 8394 - Doctoral Seminar 4: Developing Methods and Maintaining Alignment (1 credit)

DDPA 8395 - Doctoral Seminar 5: Transition to Candidacy (1 credit)

DDPA 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)

DDPA 8137 - The Nature of Crime and Criminology (5 credits)

DDPA 8215 - Controversies in Criminal Justice (5 credits)

DDPA 8217 - Technological Solutions and 21st-Century Crime (5 credits)

Course Sequence

Students undertake courses in the following sequence.

Quarter	Course	Credits
Quarter 1	DDPA 8003 - Foundations in Doctoral Studies	3 cr.
	DDPA 8405 - Ethics and Social Justice	5 cr.
Quarter 2	DDPA 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	DDPA 8382 - Public Policy and Finance	5 cr.
	DDPA 8200 - Management Techniques for the Public Sector	5 cr.
Quarter 4	DDPA 8111 - Leadership and Organizational Change	5 cr.
	RSCH 8210 - Quantitative Reasoning and Analysis	5 cr.
Quarter 5	DDPA 8112 - Governance and Public Policy	5 cr.
	Specialization Course 1	5 cr.
	Complete Residency 2 face-to-face in Terms 6 or 7.	
Quarter 6	DDPA 8210 - Analytics for Evidence-Based Decision-Making	5 cr.
	Specialization Course 2	5 cr.
Quarter 7	Specialization Course 3	5 cr.
	DDPA 8300 - Writing Applied Research and Funding Proposals	5 cr.
Quarter 8+	DDPA 8400 - Professional Administrative Study*	5 cr. 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)

DDPA 8101 - Critical Issues in Emergency Management (5 credits)

DDPA 8201 - Risk Assessment, Preparedness, and Disaster Mitigation (5 credits)

DDPA 8301 - Disaster Response and Recovery (5 credits)

Course Sequence

Students undertake courses in the following sequence.

Quarter	Course	Credits
Quarter 1	DDPA 8003 - Foundations in Doctoral Studies	3 cr.
	DDPA 8405 - Ethics and Social Justice	5 cr.
Quarter 2	DDPA 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	DDPA 8382 - Public Policy and Finance	5 cr.
	DDPA 8200 - Management Techniques for the Public Sector	5 cr.
Quarter 4	DDPA 8111 - Leadership and Organizational Change	5 cr.

	RSCH 8210 - Quantitative Reasoning and Analysis	5 cr.
Quarter 5	DDPA 8112 - Governance and Public Policy	5 cr.
	Specialization Course 1	5 cr.
	Complete Residency 2 face-to-face in Terms 6 or 7.	
Quarter 6	DDPA 8210 - Analytics for Evidence-Based Decision-Making	5 cr.
	Specialization Course 2	5 cr.
Quarter 7	Specialization Course 3	5 cr.
	DDPA 8300 - Writing Applied Research and Funding Proposals	5 cr.
Quarter 8+	DDPA 8400 - Professional Administrative Study*	5 cr. 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 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)

DDPA 8204 - Fundamentals of Mapping and Geographic Information Systems (5 credits)

DDPA 8205 - Spatial Analysis and Modeling (5 credits)

DDPA 8206 - GIS Research Methodology (5 credits)

Course Sequence

Students undertake courses in the following sequence.

Quarter	Course	Credits
Quarter 1	DDPA 8003 - Foundations in Doctoral Studies	3 cr.
	DDPA 8405 - Ethics and Social Justice	5 cr.
Quarter 2	DDPA 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	Course	Credits
Quarter 3	DDPA 8382 - Public Policy and Finance	5 cr.
	DDPA 8200 - Management Techniques for the Public Sector	5 cr.
Quarter 4	DDPA 8111 - Leadership and Organizational Change	5 cr.
	RSCH 8210 - Quantitative Reasoning and Analysis	5 cr.
Quarter 5	DDPA 8112 - Governance and Public Policy	5 cr.
	Specialization Course 1	5 cr.
	Complete Residency 2 face-to-face in Terms 6 or 7.	
Quarter 6	DDPA 8210 - Analytics for Evidence-Based Decision-Making	5 cr.
	Specialization Course 2	5 cr.
Quarter 7	Specialization Course 3	5 cr.
	DDPA 8300 - Writing Applied Research and Funding Proposals	5 cr.
Quarter 8+	DDPA 8400 - Professional Administrative Study*	5 cr. 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
 - 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)

DDPA 8540 - Strategic Planning, Management, and Leadership in a Global Context (5 credits)

DDPA 8541 - Sustainable Development for Global Communities (5 credits)

DDPA 8542 - Transformative Change in a Global Environment (5 credits)

Course Sequence

Students undertake courses in the following sequence.

Quarter	Course	Credits
Quarter 1	DDPA 8003 - Foundations in Doctoral Studies	3 cr.
	DDPA 8405 - Ethics and Social Justice	5 cr.
Quarter 2	DDPA 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	DDPA 8382 - Public Policy and Finance	5 cr.
	DDPA 8200 - Management Techniques for the Public Sector	5 cr.
Quarter 4	DDPA 8111 - Leadership and Organizational Change	5 cr.
	RSCH 8210 - Quantitative Reasoning and Analysis	5 cr.
Quarter 5	DDPA 8112 - Governance and Public Policy	5 cr.
	Specialization Course 1	5 cr.
	Complete Residency 2 face-to-face in Terms 6 or 7.	
Quarter 6	DDPA 8210 - Analytics for Evidence-Based Decision-Making	5 cr.
	Specialization Course 2	5 cr.
Quarter 7	Specialization Course 3	5 cr.
	DDPA 8300 - Writing Applied Research and Funding Proposals	5 cr.
Quarter 8+	DDPA 8400 - Professional Administrative Study*	5 cr. 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 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)

DDPA 8401 - Public Health Leadership and Systems Thinking (5 credits)

DDPA 8420 - Health Economics (5 credits)

DDPA 8841 - Health Policy and Management (5 credits)

Course Sequence

Students undertake courses in the following sequence.

Quarter	Course	Credits
Quarter 1	DDPA 8003 - Foundations in Doctoral Studies	3 cr.
	DDPA 8405 - Ethics and Social Justice	5 cr.
Quarter 2	DDPA 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	DDPA 8382 - Public Policy and Finance	5 cr.

	DDPA 8200 - Management Techniques for the Public Sector	5 cr.
Quarter 4	DDPA 8111 - Leadership and Organizational Change	5 cr.
	RSCH 8210 - Quantitative Reasoning and Analysis	5 cr.
Quarter 5	DDPA 8112 - Governance and Public Policy	5 cr.
Quarter	Course	Credits
	Specialization Course 1	5 cr.
	Complete Residency 2 face-to-face in Terms 6 or 7.	
Quarter 6	DDPA 8210 - Analytics for Evidence-Based Decision-Making	5 cr.
	Specialization Course 2	5 cr.
Quarter 7	Specialization Course 3	5 cr.
	DDPA 8300 - Writing Applied Research and Funding Proposals	5 cr.
Quarter 8+	DDPA 8400 - Professional Administrative Study*	5 cr. 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 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)

DDPA 8320 - Public Policy Implications of Terrorism Legislation and Policies (5 credits)

DDPA 8321 - Terrorism: A Systemic Approach for Emergency Preparedness (5 credits)

DDPA 8322 - Critical Incident Planning and Leadership (5 credits)

Course Sequence

Students undertake courses in the following sequence.

Quarter	Course	Credits
Quarter 1	DDPA 8003 - Foundations in Doctoral Studies	3 cr.
	DDPA 8405 - Ethics and Social Justice	5 cr.
Quarter 2	DDPA 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	DDPA 8382 - Public Policy and Finance	5 cr.
	DDPA 8200 - Management Techniques for the Public Sector	5 cr.
Quarter 4	DDPA 8111 - Leadership and Organizational Change	5 cr.
	RSCH 8210 - Quantitative Reasoning and Analysis	5 cr.
Quarter 5	DDPA 8112 - Governance and Public Policy	5 cr.
	Specialization Course 1	5 cr.
	Complete Residency 2 face-to-face in Terms 6 or 7.	
Quarter 6	DDPA 8210 - Analytics for Evidence-Based Decision-Making	5 cr.
	Specialization Course 2	5 cr.
Quarter 7	Specialization Course 3	5 cr.
	DDPA 8300 - Writing Applied Research and Funding Proposals	5 cr.

Quarter 8+

DDPA 8400 - Professional Administrative Study*

5 cr. 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
 - 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)

DDPA 8810 - Fundamentals of Law and Public Policy (5 credits)

DDPA 8811 - Legal Research for Policy Practitioners (5 credits)

DDPA 8812 - Contemporary Cases and Issues in the Courts (5 credits)

Course Sequence

Students undertake courses in the following sequence.

Quarter	Course	Credits
Quarter 1	DDPA 8003 - Foundations in Doctoral Studies	3 cr.
	DDPA 8405 - Ethics and Social Justice	5 cr.
Quarter 2	DDPA 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	DDPA 8382 - Public Policy and Finance	5 cr.
	DDPA 8200 - Management Techniques for the Public Sector	5 cr.
Quarter 4	DDPA 8111 - Leadership and Organizational Change	5 cr.
	RSCH 8210 - Quantitative Reasoning and Analysis	5 cr.
Quarter 5	DDPA 8112 - Governance and Public Policy	5 cr.
	Specialization Course 1	5 cr.
Complete Residency 2 face-to-face in Terms 6 or 7.		
Quarter 6	DDPA 8210 - Analytics for Evidence-Based Decision-Making	5 cr.
Quarter	Course	Credits
	Specialization Course 2	5 cr.
Quarter 7	Specialization Course 3	5 cr.
	DDPA 8300 - Writing Applied Research and Funding Proposals	5 cr.
Quarter 8+	DDPA 8400 - Professional Administrative Study*	5 cr. 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 Local Government Management for Sustainable Communities (not currently accepting new students)
Specialization in Nonprofit Management and Leadership (not currently accepting new students)
Specialization in Policy Analysis (not currently accepting new students)
Specialization in Terrorism, Mediation, and Peace (not currently accepting new students)

Course Sequence

Students undertake courses in the following sequence.

Quarter	Course	Credits
Quarter 1	DDPA 8003 - Foundations in Doctoral Studies	3 credits
	DDPA 8405 - Ethics and Social Justice	5 credits
Quarter 2	DDPA 8391 - Doctoral Seminar 1: Welcome to the Capstone Journey	1 credit
	RSCH 8110 - Research Theory, Design, and Methods	5 credits
Quarter 3	DDPA 8390 - Strategic Context of Public Management and Leadership	5 credits
	DDPA 8392 - Doctoral Seminar 2: Building Knowledge and Skills	1 credit
Quarter 4	RSCH 8210 - Quantitative Reasoning and Analysis OR RSCH 8310 Qualitative Reasoning and Analysis	5 credits
	DDPA 8393 - Doctoral Seminar 3: Establishing Research Questions and Frameworks	1 credit
Quarter 5	DDPA 8112 - Governance and Public Policy	5 credits
Quarter 6	DDPA 8382 - Public Policy and Finance	5 credits
Quarter	Course	Credits
	DDPA 8394 - Doctoral Seminar 4: Developing Methods and Maintaining Alignment	1 credit
Quarter 7	DDPA 8200 - Management Techniques for the Public Sector	5 credits
	DDPA 8111 - Leadership and Organizational Change	5 credits
Quarter 8	DDPA 8210 - Analytics for Evidence-Based Decision-Making OR	5 credits
	RSCH 8360 - Advanced Qualitative Methods	
	DDPA 8395 - Doctoral Seminar 5: Transition to Candidacy	1 credit
Quarter 9+	DDPA 8400 - Professional Administrative Study	5 credits per term for a minimum of 4 terms; taken continuously until completion and approved by CAO

*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

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 courses (5 credits)
 - *Students must receive a B or better in PUBH 8004 in order to continue with the DrPH program.*
- Core courses (55 credits)
- Research courses (5 credits)
- Field Experience Preparation Course (0 credit)
- DrPH Applied Practice Experience (APE) (2 credits) – (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.

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 8317 - Financing Public Health Systems* (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)

FEHP 8990 – Field Experience Preparation (0 credits)

PUBH 8990 - DrPH Applied Practice Experience* (2 credits)

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

Learn more about the Doctor of Public Health (DrPH) Applied Practice at: <https://academicguides.waldenu.edu/doctor-public-health/applied-practice>

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	Credits
Quarter 1	PUBH 8007 - Public Health Essentials	0 credits
	PUBH 8004 - Foundations of Doctoral Success in Public Health	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
	FEHP 8990 - Field Experience Preparation	0 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 Practice	5 credits
	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

* 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.

Field Experience Preparation

Walden is committed to providing students with resources and support in preparation of field experience(s). To help ease anxiety in the field experience process, Walden offers a 0-credit Field Experience Preparation course, a structured experience that guides students through the application process and currently available readiness resources. The course is designed to complement other pre-requisite courses needed in preparation for field experience(s). The goal is that students submit their field experience application by the end of the course. Of

course, there may be reasons why a field experience needs to be postponed, or the readiness course may not be needed if a field experience opportunity has already been secured. In this instance, students may opt-out of the course. By opting out of the Field Experience Preparation course without having submitted a complete field experience application you are notifying Walden that you have chosen to delay the beginning of your field experience indefinitely, it is your responsibility to notify Walden when you plan to begin the field experience component of your program. In some instances, opting out of the Field Experience Preparation course indicates the foundational components of the field experience process have been satisfied and submission of the field experience application is pending. While the course is not yet available for Tempo students, the same readiness resources are available to Tempo students seeking field experience.

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 courses (5 credits)
 - *Students must receive a B or better in PUBH 8004 in order to continue with the DrPH program.*
- Core courses (76 credits)
- Research courses (5 credits)
- Field Experience Preparation Course (0 credit)
- DrPH Applied Practice Experience (APE) (2credits) – (complete a minimum of 80 hours of applied practice work)
- Completion of Doctoral Capstone
 - 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 8331 – Fundamentals of Biostatistics* (5 credits)

- Students may take this 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)

FEHP 8990 – Field Experience Preparation (0 credits)

PUBH 8990 - DrPH Applied Practice Experience* (2 credits)

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

Learn more about the Doctor of Public Health (DrPH) Applied Practice at: <https://academicguides.waldenu.edu/doctor-public-health/applied-practice>

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	Credits
Quarter 1	PUBH 8007 - Public Health Essentials	0 credits
	PUBH 8004 - Foundations of Doctoral Success in Public Health	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 8331 – Fundamentals of Biostatistics* (5 credits)	5 credits
Quarter 4		
	PUBH 8035 - Epidemiology: Decoding the Science of Public Health	5 credits
Quarter	Course	Credits
Quarter 5	PUBH 8410 - Fundamentals of Leadership, System Evaluation, and Interventions in Public Health	5 credits
	PUBH 8034 - Environmental Health: Local to Global	5 credits
	PUBH 8040 - Advanced Public Health Policy and Advocacy	5 credits
Quarter 6	PUBH 8510 - Doctoral Seminar I	1 credits
	RSCH 8110 - Research Theory, Design, and Methods	5 credits
	PUBH 8512 - Doctoral Seminar II	1 credits
Quarter 7	PUBH 8317 - Financing Public Health Systems	5 credits
	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	FEHP 8990 - Field Experience Preparation	0 credits
	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
Quarter 10	PUBH 8516 - Doctoral Seminar IV	1 credits
	PUBH 8248 - Advanced Research Methods in Public Health Practice	5 credits
	PUBH 8990 - DrPH Applied Practice Experience	2 credits
Quarter 11+	PUBH 8518 - Doctoral Seminar V	1 credits
	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.

Field Experience Preparation

Walden is committed to providing students with resources and support in preparation of field experience(s). To help ease anxiety in the field experience process, Walden offers a 0-credit Field Experience Preparation course, a structured experience that guides students through the application process and currently available readiness resources. The course is designed to complement other pre-requisite courses needed in preparation for field experience(s). The goal is that students submit their field experience application by the end of the course. Of course, there may be reasons why a field experience needs to be postponed, or the readiness course may not be needed if a field experience opportunity has already been secured. In this instance, students may opt-out of the course. By opting out of the Field Experience Preparation course without having submitted a complete field experience application you are notifying Walden that you have chosen to delay the beginning of your field experience indefinitely, it is your responsibility to notify Walden when you plan to begin the field experience component of your program. In some instances, opting out of the Field Experience Preparation course indicates the foundational components of the field experience process have been satisfied and submission of the field experience application is pending. While the course is not yet available for Tempo students, the same readiness resources are available to Tempo students seeking field experience.

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

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

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) or a CPH (Certification in Public Health) credential 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 credits
- 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 8331 - Fundamentals of Biostatistics* (5 credits)

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

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.

PHLT 8332 - Health Policy and Systems Thinking* (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)

- Students may take this a non-degree course.

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)

- Students may take this a non-degree course.

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)

Specialization in Community Health Track 2

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)

Specialization in Environmental and Occupational Health Track 2

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)

Specialization in Epidemiology Track 2

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
 - 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

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
 - Dissertation Seminar courses (5 credits; continuously enrolled in 1 credits per term for a minimum of 5 terms until completed)
 - Dissertation writing courses (5 credits per term for a minimum of four terms; taken continuously until completion)
 - 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)

- Students may take this a non-degree course.

RSCH 8360 - Advanced Qualitative Reasoning and Analysis (5 credits)

- Students may take this a non-degree course.

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 (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 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

<https://academics.waldenu.edu/catalog/health-sciences-public-policy/phd/public-policy-administration> 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 credit
	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 credit
Quarter 4	PPPA 8993 - Dissertation Seminar 3: Establishing Research Questions and Frameworks	1 credit
	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
Quarter 6	RSCH 8310 - Qualitative Reasoning and Analysis	5 credits

	PPPA 8994 - Dissertation Seminar 4: Developing Methods and Maintaining Alignment	1 credit
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.	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	
	PPPA 8995 – Dissertation Seminar 5: Transition to Candidacy	1 credit
Quarter 9+	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. <i>NOTE: Intensive Retreats are NOT included in Fast Track tuition.</i>	5 credits per term for a minimum of 4 terms; taken continuously until completion and approved by CAO
	PPPA 9000 - Dissertation*	
	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)

Specialization in Emergency Management (not currently accepting new students)

Specialization in Global Leadership (not currently accepting new students)

Specialization in Health Policy (not currently accepting new students)

Specialization in Homeland Security Policy and Coordination (not currently accepting new students)

Specialization in International Nongovernmental Organizations (NGOs) (not currently accepting new students)

Specialization in Law and Public Policy (not currently accepting new students)

Specialization in Nonprofit Management and Leadership (not currently accepting new students)

Specialization in Policy Analysis (not currently accepting new students)

Specialization in Public Management and Leadership (not currently accepting new students)

Specialization in Terrorism, Mediation, and Peace (not currently accepting new students)

Course Sequence for Specializations

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 face-to-face as soon as you begin your program; should be completed within 90 days of completing your Foundations course.	
Quarter 2	PPPA 8465 - Strategic Planning: Collaboration, Cooperation, and Coordination	5 credits
	RSCH 8110 - Research Theory, Design, and Methods	5 credits
Quarter 3	PPPA 8431 - Finance and Budgeting for the Public Sector	5 credits
	PPPA 8111 - Leadership and Organizational Change	5 credits
Quarter 4	PPPA 8112 - Governance and Public Policy	5 credits
	Specialization Course 1	5 credits
Quarter 5	RSCH 8210 - Quantitative Reasoning and Analysis	5 credits
	Specialization Course 2	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 6	RSCH 8310 - Qualitative Reasoning and Analysis	5 credits
	Specialization Course 3	5 credits
Quarter 7	Complete Residency 3 face-to-face by the end of your third year.	5 credits
	Advanced research course:	
	RSCH 8260 - Advanced Quantitative Reasoning and Analysis OR	
	RSCH 8360 - Advanced Qualitative Reasoning and Analysis OR	
	RSCH 8460 - Advanced Mixed-Methods Reasoning and Analysis	
	PPPA 8115 - Writing a Quality Prospectus	5 credits
	Complete Residency 4 during your third year or beyond as:	
	- 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	Course	Credits
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:
 - 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. Students who previously completed a master's degree with Walden in the same discipline area are not eligible for an MPhil.

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

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

Graduate Certificates

- Graduate Certificate in Business (Quarter)
- Graduate Certificate in Business Management (Quarter)
- Graduate Certificate in Evidence-Based Coaching
- Graduate Certificate in Healthcare Business Improvement (Quarter)
- Graduate Certificate in Human Resource Leadership (Quarter)
- Graduate Certificate in Human Resource Management (Quarter)
- Graduate Certificate in Information Systems (Quarter)
- Graduate Certificate in Leadership (Quarter)

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) (Quarter)

- Doctor of Healthcare Administration (DHA)
- Doctor of Information Technology (DIT)
- PhD in Healthcare Administration
- PhD in Industrial and Organizational (I/O) Psychology
- PhD in Management

Post-Doctoral Bridge Certificates

- Post-Doctoral Bridge to Business Administration Certificate (Quarter)
- Post-Doctoral Bridge to Management Certificate

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)

Post-Doctoral Certificate Programs

- Post-Doctoral Bridge to Business Administration Certificate (Semester) (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 Business (Semester) (not currently accepting new students)
- Graduate Certificate in Business Management (Semester) (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 Healthcare Business Improvement (Semester) (not currently accepting new students)
- Graduate Certificate in Human Resource Leadership (Semester) (not currently accepting new students)
- Graduate Certificate in Human Resource Management (Semester) (not currently accepting new students)
- Graduate Certificate in Information Systems (Semester) (not currently accepting new students)
- Graduate Certificate in Leadership (Semester) (not currently accepting new students)
- Graduate Certificate in Leading Complex Organizational Projects (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 Business Administration (MBA) (Semester) (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 Human Resource Management (Semester) (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 Business Administration (DBA) (Semester) (not currently accepting new students)
- Doctor of Information Technology (DIT) (Semester) (not currently accepting new students)
- PhD in Health Services (not currently accepting new students)

Dual Degree Programs

- BS in Business Administration Dual Degree and Global Business Concentration Programs (not currently accepting new students)

Programs to Add

Bachelor Degree Programs

- Bachelor of Science in Business Administration
- Bachelor of Science in Healthcare Management **Other**

Undergraduate Options

Not Currently Accepting New Students

Programs

Bachelor's Degree Programs

- Bachelor of Science in Accounting (not currently accepting new students)
- Bachelor of Science in Business Communication (not currently accepting new students)
- Bachelor of Science in Computer Information Systems (not currently accepting new students)
- Bachelor of Science in Information Technology (not currently accepting new students)

Dual Degree

- BS in Business Administration Dual Degree and Global Business Concentration Programs (not currently accepting new students)

Undergraduate Certificate Programs

- Undergraduate Certificate in Data Science (not currently accepting new students)

Post-Baccalaureate Certificates

- Post-Baccalaureate Certificate in Organizational Psychology and Development (not currently accepting new students)

BS in Business Administration

The BS in Business Administration program equips students with an array of highly marketable skills, preparing 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 today's job marketplace.
- This program emphasizes collaboration and international application of business practices.
- Students can interact and network with esteemed faculty who are active business leaders and practitioners from a wide range of industries.



Note: The BS in Business Administration 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 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 CMT 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.

DSCI 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.

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 (75 credits)

Students are to select 15 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.

Specialization Learning Outcomes:

In addition to the core program learning outcomes, graduates of this concentration will be prepared to:

1. Analyze the effect of human resource investment perspective on sustainable competitive advantage.
2. Critique the relationship between human resources development strategies and organizational goals.
3. Apply concepts learned in the human resource management curriculum to cases representative of real-world organizational settings.

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 (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.

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 decisionmaking.
- 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 competencybased modality.

Degree Requirements

- 181 total quarter credit hours
- General Education courses (45 credits)
- Core competencies (61 credits) **or**
 - AIM core competencies (66 credits)
- Elective courses (70 credits) **or**
 - 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.

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.

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 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 practical knowledge of the principles, theories, concepts, and professional practices used in today's global accounting environment.



In core courses, students learn about professional accounting products, master the intricacies of developing those products, and explore how to interpret financial information to support business and organizational decision making. Students also master the digitization of accounting data and the technology that support international financial reporting.

Students can choose the Public Accountancy concentration or the General Program and then focus on 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 Accreditation. 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 upperlevel 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 realworld 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.

COMM 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's BS in Information Technology program is accredited by the Computing Accreditation Commission of ABET, [https:// www.abet.org/](https://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.

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 (DHS) as a National Center of Academic Excellence in Cyber Defense Education for the BS in Information Technology Cybersecurity concentration.

For cybersecurity resources, please visit our Center for

Cybersecurity Education.

*This designation was active from April 2015 – July 2024.

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 upperdivision 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.

Master of Business Administration (MBA) (Semester)

For students beginning their program prior to May 27, 2024.

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

General 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)

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 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

Semester 4	WMBA 6040 - Improving Business Performance	3 semester credits
	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
Semester 2	WMBA 6020 - Fostering a Culture of Innovation	3 semester credits
	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

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 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
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.

Learning Outcomes

In addition to the core program learning outcomes, graduates in this specialization will be prepared to:

1. Examine issues, challenges, and trends in healthcare systems.

2. Analyze the policy implications of the regulatory environment in which healthcare operates.
3. Evaluate financial management in the context of healthcare.

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.

Learning Outcomes

In addition to the core program learning outcomes, graduates in this specialization will be prepared to:

1. Examine the key functions employed to effectively support the HR in organizations.

2. Evaluate how HR metrics are measured and reported.
3. Analyze the role of Human Resources in managing conflict and negotiation.

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.

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 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 upperlevel 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 "glocalities," 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 newfound 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)

Master of Healthcare Administration (MHA)

The healthcare system is experiencing a rapid transformation. Employment of medical and health services managers is projected to grow 28 percent from 2021 to 2031, much faster than the average for all occupations.

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:

- Analytical thinking and problem-solving
- Business and interpersonal communication
- Strategic and financial orientation
- Initiative and collaboration
- Change and team leadership
- Relationship and network development

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®.

MHA Mission

The Walden MHA program mission is to provide a diverse array of mid-career professionals with the ability and opportunity to successfully navigate education as well as to advance careers, skills, and knowledge to adapt to the ever-changing landscape of healthcare leadership. This is accomplished by the dedication and commitment to the students' professional success and progressive online education by the MHA program leadership.

MHA Accreditation



Walden University's (MHA) program is proudly recognized as programmatically accredited by the Commission on Accreditation of Healthcare Management Education (CAHME) for an initial 3-year period.

For additional information, visit the CAHME website, call 301-298-1820, or email CAHME.

MHA Leadership Skills Model

[View the MHA Leadership Skills Model](#)

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 - Delivery of Healthcare* (5 credits)

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

MMHA 6200 - Creating Healthy Communities* (5 credits)

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

MMHA 6300 - Law and Ethics in Healthcare* (5 credits)

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

MMHA 6400 - Healthcare Finance* (5 credits)

MMHA 6501 – Leadership Within the Healthcare Sector* (5 credits)

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

MMHA 6601 – Technology and Innovations in Healthcare* (5 credits)

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

MMHA 6700 - Healthcare Operations* (5 credits)

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

MMHA 6801 – Building healthcare Brand and Alliances* (5 credits)

- Student 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 Leadership Management* (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)

MMHA 6111 - Leadership and Organizational Change (5 credits)

MMHA 6452 - Board Governance and Volunteer Management (5 credits)

MMHA 6392 - The Language of Leadership (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 6200 -- Creating Healthy Communities	5 credits
Quarter 2	MMHA 6050 -- Delivery of Healthcare	5 credits
	MMHA 6501 -- Leadership Within the Healthcare Sector	5 credits
Quarter 3	MMHA 6400 - Healthcare Finance	5 credits
	MMHA 6601 -- Technology and Innovation in Healthcare	5 credits
Quarter 4	MMHA 6300 -- Law and Ethics in Healthcare	5 credits
	MMHA 6700 - Healthcare Operations	5 credits
Quarter 5	MMHA 6801 -- Building Healthcare Brand and Alliances	5 credits
	MMHA 6900 - Healthcare Quality Management	5 credits
Quarter 6	MMHA 6999 - Strategic Leadership and Management	5 credits
	Optional Specialization -- Course 1	5 credits
Quarter 7	Optional Specialization -- Course 2	5 credits
	Optional Specialization -- Course 3	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 competencybased 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 interprofessional 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 noncommercial 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 noncommercial organizations.
6. Evaluate management processes that can be deployed to prevent or limit potential cyberattacks 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:

Quarters	Course	Credits
Quarters	Course	Credits
Quarter 1	MCYB 6005 - The Global Technology Environment	5 credits
Quarter 2	MCYB 6215 - Security Risk Management	5 credits
	MCYB 6210 - Cloud Computing	5 credits

Quarter 3	MCYB 6190 - Foundations of Intelligent Systems	5 credits
	MCYB 6670 - Security Engineering and Compliance	5 credits
Quarter 4	MCYB 6735 - Applied Cryptography	5 credits
	MCYB 6270 - Cyber Forensics	5 credits
Quarter 5	MCYB 6255 - Cybercrime Prevention and Protection	5 credits
	MCYB 6635 - Secure Coding	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
Quarter 2	MDSC 6401 - Statistical Concepts for Big Data	5 credits
	MDSC 6245 - Big Data	5 credits
Quarter 3	MDSC 6265 - Data Mining	5 credits
	MDSC 6685 - Data Visualization	5 credits
Quarter 4	MDSC 6665 - Predictive Analytics for Decision Making	5 credits
	MDSC 6210 - Cloud Computing	5 credits
Quarter 5	MDSC 6240 - Advanced Database Systems	5 credits
	MDSC 6190 - Foundations of Intelligent Systems	5 credits

MS in Human Resource Management (Semester)

For students beginning their program prior to May 27, 2024.

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 this 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:

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
	MHRM 6401 - Human Resource Analytics	3 semester credits
Semester 3	MHRM 6501 - Conflict Management and Negotiation	3 semester credits
	MHRM 6601 - Benefits, Compensation, and Resource Allocation	3 semester credits
Semester 4	MHRM 6701 - Strategic Positioning and Social Change	3 semester credits
	MHRM 6751 - Global and Cultural Effectiveness	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 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 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
	MHRM 6401 - Human Resource Analytics	3 semester credits
Semester 3	Elective	3 semester credits
	Elective	3 semester credits
Semester 4	Elective	3 semester credits

Semester 5	Elective	3 semester credits
	Elective	3 semester credits
	MHRM 6901 - Capstone: Strategic Human Resource Management	3 semester credits
	OR MHRM 6902 - Capstone: Meeting SHRM Competencies	

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 that specialization(s) available in the Tempo Learning® format are outlined under the “Tempo Learning® Program” heading of this catalog section.

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 I/O 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 I/O 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 Evidence-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
Quarter 1	IPSY 6002 - Foundations of Graduate Study in Psychology	3 credits
	IPSY 6200 - Themes and Theories of I/O Psychology	5 credits
Quarter 2	IPSY 6480 - Psychology of Organizational Behavior	5 credits
	IPSY 6214 - Consulting for Organizational Change	5 credits
Quarter 3	PSYC 6755 - Leadership and the Process of Change	5 credits
	RSCH 6110 - Research Theory, Design, and Methods	5 credits
Quarter 4	IPSY 6753 - Leadership Coaching: Theories, Concepts, and Processes	6 credits
	RSCH 6210 - Quantitative Reasoning and Analysis	5 credits
Quarter 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 I/O practitioners. While core courses provide a foundation in I/O principles and best practices, specialization courses examine I/O 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 I/O 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 competencybased 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 I/O 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)

- OD001 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.
- OD002 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.
- OD003 Consultation Practices and Intervention Planning
Evaluate consultation practices that apply to contracting, planning, assessment, intervention, and evaluation within different levels of an organization.
- OD004 Strategies and Applications for Addressing Organizational Development and Change Challenges
Recommend strategies and methods using the phases of consultation to address organizational change challenges.
- OD005 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 I/O practitioners. While core courses provide a foundation in I/O principles and best practices, specialization courses examine I/O 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 I/O 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 I/O psychology.
- L1002 Ethical and Legal Decision-Making Process in I/O 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 I/ O 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 I/O 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 three high-demand specializations: Health Informatics, 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
Quarter 1	MITC 6111 - Information Technology in the Organization	5 credits
Quarter 2	MITC 6115 - Computer Networking and Operating Systems	5 credits
	MITC 6030 - Principles of Programming	5 credits
Quarter 3	MITC 6145 - Enterprise Database Design	5 credits
	MITC 6712 - Business Architecture and Process	5 credits
Quarter 4	MITC 6721 - Organizational and Social Dimensions of Information Systems	5 credits
	MITC 6600 - Foundations of Health Informatics	5 credits
Quarter 5	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
Quarter 1	MITC 6111 - Information Technology in the Organization	5 credits
Quarter 2	MITC 6115 - Computer Networking and Operating Systems	5 credits
	MITC 6030 - Principles of Programming	5 credits
Quarter 3	MITC 6145 - Enterprise Database Design	5 credits
	MITC 6020 - Core Web Technologies	5 credits
Quarter 4	MITC 6040 - Systems Analysis and Design	5 credits
	MITC 6150 - Principles of Software Engineering	5 credits
Quarter 5	MITC 6160 - Enterprise Systems Architecture	5 credits
	MITC 6721 - Organizational and Social Dimensions of Information Systems	5 cr

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 1	MITC 6111 - Information Technology in the Organization	5 credits
Quarter 2	MITC 6115 - Computer Networking and Operating Systems	5 credits
	MITC 6030 - Principles of Programming	5 credits

Quarter 3	MITC 6145 - Enterprise Database Design	5 credits
	MITC 6150 - Principles of Software Engineering	5 credits
Quarter 4	MITC 6650 - Software Systems Engineering and Requirements Management	5 credits
	MITC 6660 - Software Design and Construction	5 credits
Quarter 5	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 Systems	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

* Students enrolling in a midterm start date will take MLDR 6000A, a 6-week version of this course by itself in their first term.

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 Accreditation Council for Business Schools and Programs (ACBSP). ACBSP is a leading specialized accreditation association that identifies 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
Semester 2	EMBA 6020 - Economic Decision Making	3 semester credits
Semester 2	EMBA 6030 - Creativity, Innovation, and Foresight	3 semester credits
Semester 2	EMBA 6040 - Accounting Measurement for Leaders	3 semester credits
Semester 3	EMBA 6050 - Managing People and Teams in Globally Diverse Organizations	3 semester credits
Semester 3	EMBA 6060 - Money and the Firm	3 semester credits
Semester 4	EMBA 6070 - Leveraging Systems and Operations for Performance	3 semester credits
Semester 4	EMBA 6080 - Competing in the Global Marketplace	3 semester credits
Semester 5	EMBA 6090 - Establishing and Cultivating Customer Markets	3 semester credits
Semester 5	EMBA 6100 - Capstone: Business Strategy for Sustainable Competitive Advantage	3 semester credits

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 thirdparty 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	Course	Credits
Semester 1	NSEI 6113 - Information Technology in the Organization	3 semester credits
	NSEI 6115 - Computer Networking and Operating Systems	3 semester credits
Semester 2	NSEI 6030 - Principles of Programming	3 semester credits
	NSEI 6145 - Enterprise Database Design	3 semester credits
Semester 3	NSEI 6712 - Business Architecture and Process	3 semester credits
	NSEI 6721 - Organizational and Social Dimensions of Information Systems	3 semester credits
Semester 4	NSEI 6713 - Business Strategy for Competitive Advantage	3 semester credits
	NSEI 6511 - Information Systems Project Management	3 semester credits
Semester 5	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



Walden's MS in Accounting program is accredited by ACBSP and has earned the organization's Specialized Accounting Accreditation. 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 upperlevel 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	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
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
Semester	Course	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	Course	Credits
Semester 1	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
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 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:

Semester	Course	Credits
Semester 1	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
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
	Specialization Course 1	3 semester credits
Semester 4	Specialization Course 2	3 semester credits
	Specialization Course 3	3 semester credits
Semester 5	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 related fields. Coursework focuses on how to create engaging messages for local, national, and global audiences and translate that messaging into various media. 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 (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 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	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
Semester 3	COMM 6160 - Creative Strategy and Execution: From Brief to Presentation	3 semester credits
	COMM 6170 - Public Relations Concepts and Strategy	3 semester credits
Semester 4	COMM 6190 - Marketing Communications, Storytelling, and Persuasion	3 semester credits
	COMM 6180 - Crisis Communication	3 semester credits
Semester 5	Elective Course	3 semester credits
	COMM 6900 - Communication Capstone	3 semester credits

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 noncommercial 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 noncommercial organizations.
- 6. Evaluate management processes that can be deployed to prevent or limit potential cyberattacks 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 CSEC 6215 - Security Risk Management	3 semester credits 3 semester credits
Semester 2	CSEC 6210 - Cloud Computing CSEC 6175 - Software Testing and Quality Assurance	3 semester credits 3 semester credits
Semester 3	CSEC 6190 - Foundations of Intelligent Systems CSEC 6670 - Security Engineering and Compliance	3 semester credits 3 semester credits
Semester 4	CSEC 6735 - Applied Cryptography CSEC 6270 - Cyber Forensics	3 semester credits 3 semester credits
Semester 5	CSEC 6255 - Cybercrime Prevention and Protection CSEC 6635 - Secure Coding	3 semester credits 3 semester credits

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
Semester 3	DSCI 6265 - Data Mining	3 semester credits
	DSCI 6685 - Data Visualization	3 semester credits
Semester 4	DSCI 6665 - Predictive Analytics for Decision Making	3 semester credits
	DSCI 6210 - Cloud Computing	3 semester credits
Semester 5	DSCI 6240 - Advanced Database Systems	3 semester credits
	DSCI 6190 - Foundations of Intelligent Systems	3 semester credits

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

Specialization in Health Informatics

Specialization in Information Assurance/Cyber Security

Specialization in Information Systems

Specialization in Software Engineering

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



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 education.

Learning Outcomes

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

**Specialization in Finance With Certified Financial Planner™ (CFP®)*
Emphasis**

Specialization in Finance for the Professional

Course Sequence

The recommended course sequence is as follows:

Semester	Course	Credits
Semester 1	FNCE 4990 - Business Essentials	0 semester credits
	FNCE 6000 - Decision-Making Tools for Today's Financial Professional	3 semester credits
	FNCE 6010 - Analysis and Communication for the Financial Professional	3 semester credits
Semester 2	FNCE 6020 - Legal and Ethical Issues in Accounting and Finance	3 semester credits
	FNCE 6030 - Managerial Finance	3 semester credits
Semester 3	Specialization Course 1	3 semester credits
	Specialization Course 2	3 semester credits
Semester 4	Specialization Course 3	3 semester credits
	Specialization Course 4	3 semester credits
Semester 5	Specialization Course 5	3 semester credits
	Specialization Course 6	3 semester credits

MS in Leadership (Semester)

For students beginning their program prior to November 28, 2022.

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

- 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

Specialization in Integrated Communication Skills for Leaders

Specialization in Leader Development

Specialization in Self-Designed

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
	MMSL 6105 - Finding Your Inner Leader	3 semester 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
Semester	Course	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

Specialization in Human Resource Management

Specialization in Leadership

Specialization in Marketing

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 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:

Semester	Course	Credits
Semester 1	MRKT 6100 - Integrated Marketing in the Digital Age	3 semester credits
	MRKT 6110 - Digital Marketing	3 semester credits
Semester 2	MRKT 6120 - Relationship Marketing	3 semester credits
	MRKT 6130 - Communicating Using Social and Digital Media	3 semester credits
Semester 3	MRKT 6140 - Market Research and Customer Insights	3 semester credits
	MRKT 6150 - Marketing Communications, Storytelling, and Persuasion	3 semester credits
Semester 4	MRKT 6160 - Design Thinking: Strategy and the Creative Process	3 semester credits
	MRKT 6170 - Brand and Product Management	3 semester credits
Semester 5	MRKT 6135 - Harnessing the Power of Data and Information	3 semester credits
	MRKT 6900 - From Marketing Strategy to Execution	3 semester credits

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 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.

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 Project Management 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 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	Course	Credits
Semester 1	MSPM 6102 - Practices in Project Management	3 semester credits
	MSPM 6125 - Project Scheduling	3 semester credits
Semester 2	MSPM 6130 - Budgeting and Management of Operations	3 semester credits
	MSPM 6140 - Enterprise and Project Risk Management	3 semester credits
Semester 3	MSPM 6150 - Planning and Administering Project Contracts	3 semester credits
	MSPM 6010 - Managing People and Promoting Collaboration	3 semester credits
Semester 4	MSPM 6160 - Stakeholder Management and Organizational Behavior	3 semester credits
	MSPM 6180 - Business Process Management and Systems	3 semester credits
Semester 5	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
Semester 1	SENG 6005 - The Global Technology Environment	3 semester credits
	SENG 6215 - Security Risk Management	3 semester credits
Semester 2	SENG 6155 - Software Engineering and System Architecture	3 semester credits
	SENG 6260 - Software Modeling and Design	3 semester credits
Semester 3	SENG 6630 - Algorithms and Computation	3 semester credits
	SENG 6175 - Software Testing and Quality Assurance	3 semester credits
Semester 4	SENG 6240 - Advanced Database Systems	3 semester credits
	SENG 6190 - Foundations of Intelligent Systems	3 semester credits
Semester 5	SENG 6635 - Secure Coding	3 semester credits
	SENG 6250 - Requirements and Quality Engineering	3 semester 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.

Accreditation



Walden University's Master of Business Administration (MBA) 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.

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 (Quarter)

For students beginning their program May 27, 2024 or later.

General MBA MBA with Specialization (Core Courses and Capstone Courses) Specialization in Healthcare Management Specialization in Human Resource Management Specialization in Self-Designed

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 competencybased modality.

Master of Business Administration (MBA)

Specialization in Healthcare Management (not currently accepting new students)

Specialization in Project Management (not currently accepting new students)

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 this 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®.

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

For students beginning their program May 27, 2024 or later.

Track 1

Degree Requirements

- 50 total quarter credits
- Core courses (45 quarter credits)
- Capstone course (5 quarter credits)

Curriculum

Core Courses (45 quarter credits)

MSHR 6101 Foundations of Human Resource Management* (5 credits)

- Students may take this a non-degree course.

MSHR 6201 Individual and Organizational Performance Management* (5 credits)

- Students may take this a non-degree course.

MSHR 6301 Legal and Regulatory Environment* (5 credits)

- Students may take this a non-degree course.

MSHR 6401 Human Resource Analytics* (5 credits)

- Students may take this a non-degree course.

MSHR 6501 Conflict Management and Negotiation* (5 credits)

- Students may take this a non-degree course.

MSHR 6601 Benefits, Compensation, and Resource Allocation* (5 credits)

- Students may take this a non-degree course.

MSHR 6701 Strategic Positioning and Social Change* (5 credits)

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

MSHR 6751 Global and Cultural Effectiveness* (5 credits)

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

MSHR 6801 Organizational Effectiveness and Leadership* (5 credits)

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

Capstone Course (5 quarter credits)

- Choose **one** of the options below.

MSHR 6901 Capstone: Strategic Human Resource Management (5 credits)

MSHR 6902 Capstone: Meeting SHRM Competencies (5 credits)

Course Sequence (Track 1)

The recommended course sequence is as follows:

Quarter	Course	Credits
Quarter 1	MSHR 6101 - Foundations of Human Resource Management*	5 quarter credits
	MSHR 6201 - Individual and Organizational Performance Management	5 quarter credits
Quarter 2	MSHR 6301 - Legal and Regulatory Environment	5 quarter credits
	MSHR 6401 - Human Resource Analytics	5 quarter credits
Quarter 3	MSHR 6501 - Conflict Management and Negotiation	5 quarter credits
	MSHR 6601 - Benefits, Compensation, and Resource Allocation	5 quarter credits
Quarter 4	MSHR 6701 - Strategic Positioning and Social Change	5 quarter credits
	MSHR 6751 - Global and Cultural Effectiveness	5 quarter credits
Quarter 5	MSHR 6801 - Organizational Effectiveness and Leadership	5 quarter credits
	MSHR 6901 - Capstone: Strategic Human Resource Management	5 quarter credits
	OR MSHR 6902 - Capstone: Meeting SHRM Competencies	

* Students enrolling in a midterm start date will take MSHR 6101A, a 6-week version of this course by itself in their first term.

For students beginning their program May 27, 2024 or later.

Track 2 (for certified HR professionals)

Degree Requirements

- 50 total quarter credits
- Core courses (20 quarter credits)
- Elective courses (25 quarter credits)
- Capstone course (5 quarter credits)

Curriculum

Core Courses (20 quarter credits)

MSHR 6101 Foundations of Human Resource Management* (5 credits)

- Students may take this a non-degree course.

MSHR 6201 Individual and Organizational Performance Management* (5 credits)

- Students may take this a non-degree course.

MSHR 6301 Legal and Regulatory Environment* (5 credits)

- Students may take this a non-degree course.

MSHR 6401 Human Resource Analytics* (5 credits)

- Students may take this a non-degree course.

Elective Courses (25 quarter credits)

Select five courses from the list below.

MSHR 6501 Conflict Management and Negotiation* (5 credits)

- Students may take this a non-degree course.

MSHR 6510 Personal Leadership: Mentoring and Coaching* (5 credits)

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

MSHR 6601 Benefits, Compensation, and Resource Allocation* (5 credits)

- Students may take this a non-degree course.

MSHR 6610 - Aligning Human Resources with Business Operations* (5 credits)

MSHR 6611 Managing People and Promoting Collaboration* (5 credits)

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

MSHR 6625 Building Human Capital Through Training and Development* (5 credits)

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

MSHR 6701 Strategic Positioning and Social Change* (5 credits)

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

MSHR 6751 Global and Cultural Effectiveness* (5 credits)

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

MSHR 6801 Organizational Effectiveness and Leadership* (5 credits)

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

Capstone Course (5 quarter credits)

Choose **one** of the options below.

MSHR 6901 Capstone: Strategic Human Resource Management (5 credits)

MSHR 6902 Capstone: Meeting SHRM Competencies (5 credits)

Course Sequence (Track 2)

The recommended course sequence is as follows:

Quarter	Course	Credits
Quarter 1	MSHR 6101 - Foundations of Human Resource Management*	5 quarter credits
	MSHR 6201 - Individual and Organizational Performance Management	5 quarter credits
Quarter 2	MSHR 6301 - Legal and Regulatory Environment	5 quarter credits
	MSHR 6401 - Human Resource Analytics	5 quarter credits
Quarter 3	Elective	5 quarter credits
	Elective	5 quarter credits
Quarter 4	Elective	5 quarter credits
	Elective	5 quarter credits
Quarter	Course	Credits
Quarter 5	Elective	5 quarter credits
	MSHR 6901 - Capstone: Strategic Human Resource Management	5 quarter credits
	OR MSHR 6902 - Capstone: Meeting SHRM Competencies	

* Students enrolling in a midterm start date will take MSHR 6101A, 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 competencybased 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.

Certificate in Business (Semester)

For students beginning their program prior to May 27, 2024.

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.

Learning Outcomes

Graduates of this certificate program will be prepared to:

1. Apply systems thinking to improve business practices and processes.
2. Examine how accounting principles enable effective business decision-making.
3. Assess how marketing interfaces with and influences business decisions.
4. Examine managerial finance skills that enable strategy, planning, and decision methods in business.

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	Credits
WMBA 6040 - Improving Business Performance	3 semester credits
WMBA 6050 - Accounting for Management Decision Making	3 semester credits
WMBA 6060 - Marketing for Competitiveness	3 semester credits
WMBA 6070 - Managerial Finance	3 semester credits

Graduate Certificate in Business Management (Semester)

For students beginning their program prior to May 27, 2024.

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:

Semester	Course	Credits
Semester 1	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

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 (Semester)

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.

Learning Outcomes

Graduates of this certificate program will be prepared to:

1. Use a systems approach for a holistic view identifying long-term solutions to achieve organizational goals.
2. Evaluate current and future issues in healthcare.
3. Assess the capabilities of current practices and policies on societal needs, relevant laws, and current regulations.
4. Apply principles of healthcare financial management on the viability and ongoing operations of a healthcare business.

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	Credits
WMBA 6040 - Improving Business Performance	3 semester credits
WMBA 6602 - Contemporary Topics in the U.S. Healthcare Delivery System	3 semester credits
WMBA 6604 - Law, Ethics, and Policy in Healthcare Administration	3 semester credits
WMBA 6608 - Healthcare Financial Management and Economics	3 semester credits

Graduate Certificate in Human Resource Leadership (Semester)

For students beginning their program prior to May 27, 2024.

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.

Learning Outcomes

Graduates of this certificate program will be prepared to:

1. Apply appropriate leadership styles and skills that support the Human Resource functions of an organization.
2. Develop skillsets to manage individual and organizational performance.
3. Assess the value and challenges of human resources data analytics and management.
4. Examine the different HR functions in an organization.

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	Credits
WMBA 6000 - Dynamic Leadership	3 semester credits
WMBA 6201 - Individual and Organizational Performance Management	3 semester credits
WMBA 6401 - Human Resource Analytics	3 semester credits
WMBA 6501 - Conflict Management and Negotiation	3 semester credits

Graduate Certificate in Human Resource Management (Semester)

For students beginning their program prior to May 27, 2024.

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.

Learning Outcomes

Graduates of this certificate program will be prepared to:

1. Explain the role of human resources within the structure of an organization.
2. Analyze a performance management system's compliance with legal, ethical, and corporate social performance norms.
3. Examine professional conduct related to emotionally charged situations related to the legal and regulatory environment in the workplace.
4. Assess the strategic value of human resource (HR) analytics for organizational effectiveness.

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:

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
	MHRM 6401 - Human Resource Analytics	3 semester credits

Graduate Certificate in Leading Complex Organizational Projects

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.

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	Credits
WMBA 6010 - Managing People and Promoting Collaboration	3 semester credits
WMBA 6620 - Practices in Project Management	3 semester credits
WMBA 6623 - Enterprise and Project Risk Management	3 semester credits
WMBA 6627 - Stakeholder Management and Organizational Behavior	3 semester credits

Post-Doctoral Bridge to Business Administration Certificate (Semester)

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 beginning their program prior to February 26, 2024.

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
Quarter 1	MGMT 8003M - Gateway to Doctoral Management Studies	5 credits
Quarter 2+	Focus Courses*	15 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*	DSCI 2010 - Data Science Essentials	5 credits
	STAT 3401 - Statistics for Data Analytics**	5 credits
Quarter 2	DSCI 2020 - Storytelling With Data: Visualization and Communication	5 credits
	DSCI 3030 - Data Mining and Analysis	5 credits
Quarter 3	DSCI 3040 - Advanced Data Science Tools and Techniques	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 6480 - Psychology of Organizational Behavior	5 credits
	PSYC 6755 - Leadership and the Process of Change	5 credits
Quarter 2	PSYC 6214 - Consulting for Organizational Change	5 credits
	PSYC 6754 - Personnel Psychology in the Workplace	5 credits

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.

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:

Semester	Course	Credits
Semester 1	MSPM 6125 - Project Scheduling	3 semester credits
	MSPM 6150 - Planning and Administering Project Contracts	3 semester credits
Semester 2	MSPM 6170 - Sustainability in Project, Portfolio, and Program Management	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)® *A 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:

Semester	Course	Credits
Semester 1	MSPM 6102 - Practices in Project Management	3 semester credits
	MSPM 6130 - Budgeting and Management of Operations	3 semester credits
Semester 2	MSPM 6140 - Enterprise and Project Risk Management	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 competencybased 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.

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

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

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.

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)

Course Sequence

The recommended course sequence is as follows:

Semester	Course	Credits
Semester 1	ITEC 6115 - Computer Networking and Operating Systems	3 semester credits
	ITEC 6170 - Fundamentals of Information Assurance	3 semester credits
Semester 2	ITEC 6610 - Information Assurance and Risk Management	3 semester credits

Graduate Certificate in Information Systems (Semester)

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.

For students beginning their program prior to February 26, 2024.

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:

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

Graduate Certificate in Leadership (Semester)

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 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

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
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

Graduate Certificate in Information Systems (Quarter)

Graduate Certificate in Information Systems

For students beginning their program February 26, 2024 or later.

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 program.

Certificate Requirements

- 20 total quarter credits

Curriculum

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)

Course Sequence

The recommended course sequence is as follows:

Quarter	Course	Credits
Quarter 1	MITC 6111 - Information Technology in the Organization	5 quarter credits
	MITC 6115 - Computer Networking and Operating Systems	5 quarter credits
Quarter 2	MITC 6030 - Principles of Programming	5 quarter credits
	MITC 6145 - Enterprise Database Design	5 quarter credits

Graduate Certificate in Leadership (Quarter)

Graduate Certificate in Leadership

For students beginning their program February 26, 2024 or later.

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

- 20 total quarter credits

Learning Outcomes

Graduates of this program will be prepared to:

1. Employ leadership principles that enable individual and organizational transformation
2. Use effective communication strategies used by leaders
3. Analyze strategies that leaders use to build relationships

Curriculum

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 6110 - Building Organizational Culture: Leaders as Architects* (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.

Course Sequence

The recommended course sequence is as follows:

Quarter	Course	Credits
Quarter 1	MLDR 6000 - Dynamic Leadership*	5 quarter credits
	MLDR 6105 - Finding Your Inner Leader	5 quarter credits
Quarter 2	MLDR 6110 - Building Organizational Culture: Leaders as Architects	5 quarter credits
	MLDR 6115 - Communication for Leaders and Managers	5 quarter credits

* Students enrolling in a midterm start date will take MLDR 6000A, a 6-week version of this course by itself in their first term.

Post-Doctoral Bridge to Business Administration Certificate (Quarter)

Post-Doctoral Bridge to Business Administration Certificate

For students beginning their program February 26, 2024 or later.

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 DBAX 8006, DBAX 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
- 25 total quarter credit hours
- Foundation course (5 quarter credits)
- Core course (5 quarter credits)
- Focus courses (15 quarter credits)

Curriculum

Foundation Course (5 quarter credits)

DBAX 8006 - Contemporary Challenges in Business* (5 quarter credits)

- Students may take this a non-degree course.

Core Course (5 quarter credits)

DBAX 8161 - Business Strategy and Innovation for Competitive Advantage* (5 quarter credits)

- Students may take this a non-degree course.

Focus Courses (15 quarter credits)

Choose from one of the following three-course focus sequences*:

Entrepreneurship

DBAX 8511 - Seminar in Innovation Management (5 quarter

credits) DBAX 8541 - Seminar in Entrepreneurial Finance (5
quarter credits)

DBAX 8531 - Seminar in B2B Marketing (5 quarter credits)

Healthcare Management

DBAX 8560 - Seminar in Healthcare Managerial Decision Making (5 quarter credits)

DBAX 8561 - Seminar in Managing Healthcare Delivery Systems (5 quarter credits)

DBAX 8562 - Seminar in Law and Ethics in Healthcare Management (5 quarter credits)

Human Resource Management

DBAX 8580 - The New HR: The Savvy Strategic Partner (5 quarter credits)
 DBAX 8581 - Succession Planning: A Survival Tool of the Fittest (5 quarter credits)
 DBAX 8582 - An HR Plan for Organizational Agility (5 quarter credits)

Leadership

DBAX 8521 - Seminar in Change Management (5 quarter credits)
 DBAX 8522 - Seminar in Sustainability (5 quarter credits)
 DBAX 8524 - Seminar in Multicultural Management (5 quarter credits)

Course Sequence

The recommended course sequence is as follows:

Quarter	Course	Credits
Quarter 1	DBAX 8006 - Contemporary Challenges in Business	5 quarter credits
Quarter 2	DBAX 8161 - Business Strategy and Innovation for Competitive Advantage	5 quarter credits
	Focus Course 1*	5 quarter credits
Quarter 3	Focus Course 2*	5 quarter credits
	Focus Course 3*	5 quarter credits

Graduate Certificate in Human Resource Management (Quarter)

For students beginning their program May 27, 2024 or later.

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.

Learning Outcomes

Graduates of this certificate program will be prepared to:

1. Explain the role of human resources within the structure of an organization.
2. Analyze a performance management system's compliance with legal, ethical, and corporate social performance norms.

3. Examine professional conduct related to emotionally charged situations related to the legal and regulatory environment in the workplace.
4. Assess the strategic value of human resource (HR) analytics for organizational effectiveness.

Certificate Requirements

- 20 total quarter credits

Curriculum

MSHR 6101 Foundations of Human Resource Management* (5 credits)

- Students may take this a non-degree course.

MSHR 6201 Individual and Organizational Performance Management* (5 credits)

- Students may take this a non-degree course.

MSHR 6301 Legal and Regulatory Environment* (5 credits)

- Students may take this a non-degree course.

MSHR 6401 Human Resource Analytics* (5 credits)

- Students may take this a non-degree course.

Course Sequence

The recommended course sequence is as follows:

Quarter	Course	Credits
Quarter 1	MSHR 6101 - Foundations of Human Resource Management*	5 quarter credits
	MSHM 6201 - Individual and Organizational Performance Management	5 quarter credits
Quarter 2	MSHM 6301 - Legal and Regulatory Environment	5 quarter credits
	MSHM 6401 - Human Resource Analytics	5 quarter credits

* Students enrolling in a midterm start date will take MSHR 6101A, a 6-week version of this course by itself in their first term.

Graduate Certificate in Human Resource Leadership (Quarter)

For students beginning their program May 27, 2024 or later.

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.

Learning Outcomes

Graduates of this certificate program will be prepared to:

1. Apply appropriate leadership styles and skills that support the Human Resource functions of an organization.
2. Develop skillsets to manage individual and organizational performance.
3. Assess the value and challenges of human resources data analytics and management.
4. Examine the different HR functions in an organization.

Certificate Requirements

- 20 total quarter credits

Curriculum

MBAX 6000 - Dynamic Leadership* (5 credits)

- Students may take this a non-degree course.

MBAX 6201 - Individual and Organizational Performance Management* (5 credits)

- Students may take this a non-degree course.

MBAX 6401 - Human Resource Analytics* (5 credits)

- Students may take this a non-degree course.

MBAX 6501 - Conflict Management and Negotiation* (5 credits)

- Students may take this a non-degree course.

Course Sequence

The recommended course sequence is as follows:

Course	Credits
MBAX 6000 – Dynamic Leadership	5 quarter credits
MBAX 6201 – Individual and Organizational Performance Management	5 quarter credits
MBAX 6401 – Human Resource Analytics	5 quarter credits
MBAX 6501 – Conflict Management and Negotiation	5 quarter credits

Graduate Certificate in Business Management (Quarter)

For students beginning their program May 27, 2024 or later.

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

- 20 total quarter credits

Curriculum

MBAX 6000 - Dynamic Leadership* (5 credits)

- Students may take this a non-degree course.

MBAX 6010 - Managing People and Promoting Collaboration* (5 credits)

- Students may take this a non-degree course.

MBAX 6020 - Fostering a Culture of Innovation* (5 credits)

- Students may take this a non-degree course.

MBAX 6030 - Managing Business Information Systems* (5 credits)

- Students may take this a non-degree course.

Course Sequence

The recommended course sequence is as follows:

Quarter	Course	Credits
Quarter 1	MBAX 6000 - Dynamic Leadership*	5 quarter credits
	MBAX 6010 – Managing People and Promoting Collaboration	5 quarter credits

Quarter 2	MBAX 6020 – Fostering a Culture of Innovation	5 quarter credits
	MBAX 6030 – Managing Business Information Systems	5 quarter credits

* Students enrolling in a midterm start date will take MBAX 6000A, a 6-week version of this course by itself in their first term.

Graduate Certificate in Business (Quarter)

For students beginning their program May 27, 2024 or later.

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.

Learning Outcomes

Graduates of this certificate program will be prepared to:

1. Apply systems thinking to improve business practices and processes.
2. Examine how accounting principles enable effective business decision-making.
3. Assess how marketing interfaces with and influences business decisions.
4. Examine managerial finance skills that enable strategy, planning, and decision methods in business.

Certificate Requirements

- 20 total quarter credits

Curriculum

MBAX 6040 - Improving Business Performance* (5 credits)

- Students may take this a non-degree course.

MBAX 6050 - Accounting for Management Decision Making* (5 credits)

- Students may take this a non-degree course.

MBAX 6060 - Marketing for Competitiveness* (5 credits)

- Students may take this a non-degree course.

MBAX 6070 - Managerial Finance* (5 credits)

- Students may take this a non-degree course.

Course Sequence

The recommended course sequence is as follows:

Course	Credits
MBAX 6040 – Improving Business Performance	5 quarter credits
MBAX 6050 – Accounting for Management Decision Making	5 quarter credits
MBAX 6060 – Marketing for Competitiveness	5 quarter credits
MBAX 6070 – Managerial Finance	5 quarter credits

Graduate Certificate in Healthcare Business Improvement

(Quarter)

For students beginning their program May 27, 2024 or later

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.

Learning Outcomes

Graduates of this certificate program will be prepared to:

1. Use a systems approach for a holistic view identifying long-term solutions to achieve organizational goals.

2. Evaluate current and future issues in healthcare.
3. Assess the capabilities of current practices and policies on societal needs, relevant laws, and current regulations.
4. Apply principles of healthcare financial management on the viability and ongoing operations of a healthcare business.

Certificate Requirements

- 20 total quarter credits

Curriculum

MBAX 6040 - Improving Business Performance* (5 credits)

- Students may take this a non-degree course.

MBAX 6602 - Delivery of Healthcare* (5 credits)

- Students may take this a non-degree course.

MBAX 6604 - Law and Ethics in Healthcare* (5 credits)

- Students may take this a non-degree course.

MBAX 6608 - Healthcare Finance (5 credits)

Course Sequence

The recommended course sequence is as follows:

Course	Credits
MBAX 6040 – Improving Business Performance	5 quarter credits
MBAX 6602 – Delivery of Healthcare	5 quarter credits
MBAX 6604 – Law and Ethics in Healthcare	5 quarter credits
MBAX 6608 - Healthcare Finance	5 quarter credits

Doctor of Business Administration (DBA) (Semester)

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 beginning their program prior to February 26, 2024.

The DBA 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 (DBA) 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.

Learning Outcomes

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 III, 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 Professional in Human Resources (PHR), Senior Professional in Human Resources (SPHR), or Global Professional in Human Resources (GPHR) certification may be eligible to accelerate their DBA 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 projectbased 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 DBA 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 Practice	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	4 semester credits
	DDBA 8101 - Doctoral Study Mentoring* OR	
	DDBA 8101C - Doctoral Study Mentoring* OR	
	DDBA 8101P - Doctoral Portfolio Capstone Mentoring*	3 semester credits
Semester 4	Specialization Course	
1 AND	DDBA 8101 - Doctoral Study Mentoring* OR	1 semester credits
	DDBA 8101C - Doctoral Study Mentoring* OR	
	DDBA 8101P - Doctoral Portfolio Capstone Mentoring*	3 semester credits
	DDBA 8101 - Doctoral Study Mentoring* OR	1 semester credits
	DDBA 8101C - Doctoral Study Mentoring* OR	
	DDBA 8101P - Doctoral Portfolio Capstone Mentoring*	
Optional: Complete a DBA Doctoral Study Intensive retreat during DDBA 8100/8101 or DDBA 9000/9001. Contact Student Success Advising to register.		
Semester	Course	Credits
Semester 5	Specialization Course 3 AND	3 semester credits
	DDBA 8101 - Doctoral Study Mentoring* OR	1 semester credits
	DDBA 8101C - Doctoral Study Mentoring* OR	
	DDBA 8101P - Doctoral Portfolio Capstone Mentoring*	
	DDBA 9001 - Doctoral Study Completion** OR	3 semester credits
	DDBA 9001C - Doctoral Study Completion** OR	per term for a minimum of five terms = 15 semester credits*
	DDBA 9001P - Doctoral Portfolio Capstone Completion**	
Semester 6+	DDBA 9001 - Doctoral Study Completion** OR	3 semester credits
	DDBA 9001C - Doctoral Study Completion** OR	per term for a minimum of 5 terms; taken continuously until completion
	DDBA 9001P - Doctoral Portfolio Capstone Completion**	

* 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 DBA 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 1: For students who hold a Master of Healthcare Administration degree

Track 2: For students who hold a master's degree in an academic discipline other than healthcare administration

Track 1

(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)

Curriculum

Foundations Courses (0 credits) Core Courses (33 credits)

DDHA 8006 - Doctor of Healthcare Administration Foundational Concepts (3 credits)

OR

DDHA 8011 - Doctor of Healthcare Administration Foundational Concepts (3 credits)

AND

DDHA 8203 - Advanced Healthcare Operations Management (5 credits)

DDHA 8103 - Advanced Healthcare Quality and Risk Management (5 credits)

DDHA 8113 - Advanced Concepts in Healthcare Leadership (5 credits)

DDHA 8703 - Advanced Health Analytics and Data-Driven Decision Making (5 credits)

DDHA 8750 - Trends and Issues in Executive Level Management for Healthcare Administrators (5 credits)

DDHA 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.

DDHA 8303 - Research Methods for Healthcare Administrators (5 credits)

Completion of the Doctoral Capstone

DDHA 9003 - Doctoral Study Seminar I (1 credits)

DDHA 9013 - Doctoral Study Seminar II (1 credits)

DDHA 9023 - Doctoral Study Seminar III (1 credits)

DDHA 9033 - Doctoral Study Seminar IV (1 credits)

DDHA 9043 - Doctoral Study Seminar V (1 credits)

DDHA 9000 - Healthcare Administration Doctoral Study (5 credits per term for a minimum of three terms until completion)

Students are continuously enrolled in DDHA 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*	
	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 3	DDHA 8750 - Trends and Issues in Executive Level Management for Healthcare Administrators	5 credits
	DDHA 8103 - Advanced Healthcare Quality and Risk Management	5 credits
	DDHA 9013 - Doctoral Study Seminar II	1 credits
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
Quarter 8+	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 DDHA 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)

Curriculum

Foundations Courses (30 credits)

DDHA 8801 - Building Healthcare Brand and Alliances (5 credits)

DDHA 8051 - Delivery of Healthcare (5 credits)

DDHA 8300 - Healthcare Finance (5 credits)

DDHA 8301 - Law and Ethics in Healthcare (5 credits)

DDHA 8601 Technology and Innovation in Healthcare (5 credits)

DDHA 8501 Leadership Within the Healthcare Sector (5 credits)

Core Courses (33 credits)

DDHA 8006 - Doctor of Healthcare Administration Foundational Concepts (3 credits)

OR

DDHA 8011 - Doctor of Healthcare Administration Foundational Concepts (3 credits)

AND

DDHA 8203 - Advanced Healthcare Operations Management (5 credits)

DDHA 8103 - Advanced Healthcare Quality and Risk Management (5 credits)

DDHA 8113 - Advanced Concepts in Healthcare Leadership (5 credits)

DDHA 8703 - Advanced Health Analytics and Data-Driven Decision Making (5 credits)

DDHA 8750 - Trends and Issues in Executive Level Management for Healthcare Administrators (5 credits)

DDHA 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.

DDHA 8303 - Research Methods for Healthcare Administrators (5 credits)

Completion of the Doctoral Capstone

DDHA 9003 - Doctoral Study Seminar I (1 credits)

DDHA 9013 - Doctoral Study Seminar II (1 credits)

DDHA 9023 - Doctoral Study Seminar III (1 credits)

DDHA 9033 - Doctoral Study Seminar IV (1 credits)

DDHA 9043 - Doctoral Study Seminar V (1 credits)

DDHA 9000 - Healthcare Administration Doctoral Study (5 credits per term for a minimum of three terms until completion)

Students are continuously enrolled in DDHA 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*	
Quarter 2	DDHA 8501 - Leadership Within the Healthcare Sector	5 credits
	RSCH 8110 - Research Theory, Design, and Methods	5 credits
	DDHA 8051 - Delivery of Healthcare	5 credits
Quarter 3	DDHA 8300 - Healthcare Finance	5 credits
	DDHA 8301 - Law and Ethics in Healthcare	5 credits
Quarter 4	DDHA 8601 - Technology and Innovation in Healthcare	5 credits
	DDHA 8801 - Building Healthcare Brand and Alliances	5 credits
	DDHA 9003 - Doctoral Study Seminar I	1 credits
Quarter 5	DDHA 8750 - Trends and Issues in Executive Level Management for Healthcare Administrators	5 credits
	DDHA 8203 - Advanced Healthcare Operations Management	5 credits
	DDHA 9013 - Doctoral Study Seminar II	1 credits
Quarter 6	DDHA 8113 - Advanced Concepts in Healthcare Leadership	5 credits
	DDHA 8103 - Advanced Healthcare Quality and Risk Management	5 credits
	DDHA 9023 - Doctoral Study Seminar III	1 credits
Quarter 7	DDHA 8703 - Advanced Health Analytics and Data-Driven Decision Making	5 credits
	DDHA 9033 - Doctoral Study Seminar IV	1 credits
Quarter 8	DDHA 8503 - Strategic Management and System Thinking	5 credits
	DDHA 9043 - Doctoral Study Seminar V	1 credits
Quarter 9	DDHA 8303 - Research Methods for Healthcare Administrators	5 credits

Quarter 10+ 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 DDHA 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

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
 - Three Doctoral Study Seminar courses (1 credits each)
 - Doctoral mentoring course (0 semester credits)

- 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 10	DITC 9000 - Doctoral Study Completion	5 credits per term for a minimum of 4 terms; Continuous enrollment until completion of Doctoral Study*
Quarter 11	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.

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
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 10	DITC 9000 - Doctoral Study Completion	5 credits per term for a minimum of 4 terms; Continuous enrollment until completion of Doctoral Study*
Quarter 11	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.

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:

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	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	Course	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*
Optional: Complete a DIT Doctoral Study Intensive during DITC 9000. Contact Student Success Advising to register.		
Quarter 11	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

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
 - Doctoral mentoring course (0 semester credits)
 - 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 Technology	3 semester credits
	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
	8447 - Qualitative and Case Study Research for Strategic Analysis	4 semester credits
Semester 6	Specialization Seminar/Leadership Course 1	3 semester credits <i>and</i>
	ITEC 8100 - Doctoral Study Mentoring	0 semester credits
Semester	Course	Credits
	Specialization Seminar/Leadership Course 2	3 semester credits
	<i>and</i>	0 semester credits
	ITEC 8100 - Doctoral Study Mentoring	
Semester 7	Specialization Seminar/Leadership Course 3	3 semester credits
	<i>and</i>	0 semester credits
	ITEC 8100 - Doctoral Study Mentoring	

Semester 8	Specialization Seminar/Leadership Course 4 <i>and</i> ITEC 8100 - Doctoral Study Mentoring	3 semester credits 0 semester credits
	Specialization Seminar/Leadership Course 5 <i>and</i> ITEC 8100 - Doctoral Study Mentoring Optional: Complete a DIT Doctoral Study Intensive during ITEC 9000. C Success Advising to register. ITEC 9000 - Doctoral Study Completion*	3 semester credits 0 semester credits ntact Student 3 semester credits per term; taken continuously until completion
Semester 9+	ITEC 9000 - Doctoral Study Completion*	3 semester credits per term; taken 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

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

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 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 - Delivery of Healthcare* (5 credits)

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

HLTH 8201 - Creating Healthy Communities* (5 credits)

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

HLTH 8301 - Law and Ethics in Healthcare* (5 credits)

- Students may take this a non-degree course.

HLTH 8401 - Healthcare Finance* (5 credits)

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

HLTH 8501 - Leadership within the Healthcare Sector* (5 credits)

- Students may take this a non-degree course.

HLTH 8801 - Building Healthcare Brand and Alliances (5 credits)

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)

- Students may take this a non-degree course.

RSCH 8360 - Advanced Qualitative Reasoning and Analysis (5 credits)

- Students may take this a non-degree course.

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 - Leadership and Advocacy in Health Education* (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 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.

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
 - 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
Quarter 1	HLTH 8003 - Building a Multidisciplinary Approach to Health	3 credits
	HLTH 8051 - Delivery of Healthcare	5 credits
	Complete Residency 1 in Term 1; required in order to advance into RSCH 8110 in Term 2.	
Quarter 2	DRWA 8000G - Doctoral Writing Assessment	0 credits
	HLTH 8501 - Leadership Within the Healthcare Sector	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 3	HLTH 8401 - Healthcare Finance	5 credits
Quarter 4	HLTH 8301 - Law and Ethics in Healthcare	5 credits
	RSCH 8210 - Quantitative Reasoning and Analysis	5 credits
Quarter 5	HLTH 8201 - Creating Healthy Communities	5 credits
	RSCH 8310 - Qualitative Reasoning and Analysis	5 credits
	HLTH 8801 - Building Healthcare Brand and Alliances	5 credits
Quarter 6	Specialization Course 1	5 credits
	Specialization Course 2	5 credits

Quarter	Course	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	5 credits
	OR	
	RSCH 8260 - Advanced Quantitative Reasoning and Analysis	
	OR	
	RSCH 8460 - Advanced Mixed-Methods Reasoning and Analysis	
	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 credits
	• 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 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: Intensives are not included in Fast Track tuition.	

PhD in Health Services for MHA Graduates Course Sequence

The recommended course sequence is as follows:

Quarter	Course	Credits
Quarter 1	HLTH 8003 - Building a Multidisciplinary Approach to Health	3 credits
	RSCH 8110 - Research Theory, Design, and Methods	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
Quarter 2	Elective Course 1	4–5 credits
	RSCH 8210 - Quantitative Reasoning and Analysis	5 credits
	Complete Residency 2 between Terms 2 and 5; required in order to advance into HLTH 8551.	
Quarter 3	Specialization Course 1	5 credits
	Specialization Course 2	5 credits
Quarter 4	Specialization Course 3	5 credits
	RSCH 8310 - Qualitative Reasoning and Analysis	5 credits
Quarter 5	Specialization Course 4 (if required)	5 credits
	HLTH 8551 - Preparing for Dissertation	5 credits
Quarter 6	RSCH 8360 - Advanced Qualitative Reasoning and Analysis	5 credits
	OR	
	RSCH 8260 - Advanced Quantitative Reasoning and Analysis	
	OR	
	RSCH 8460 - Advanced Mixed-Methods Reasoning and Analysis	

	Complete Residency 3 between Terms 6 and 7; required in order to advance into HLTH 9001.	0 credits
Quarter 7	HLTH 9001 - Health Services Dissertation	5 credits
Quarter 8	HLTH 9001 - Health Services Dissertation	5 credits
Quarter 9	HLTH 9001 - Health Services Dissertation	5 credits
Quarter	CourseCredits Complete Residency 4 after your prospectus is approved and you are enrolled 0 credits 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: <i>Intensives are not included in Fast Track tuition.</i>	
Quarter 10	HLTH 9001 - Health Services Dissertation	5 credits
Quarter 11+	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 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 scholarpractitioners 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 I/O 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 Evidence-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 I/O 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 I/O 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 I/O 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.

Tracks

There are two tracks in the PhD in Industrial and Organizational (I/O) Psychology

- **Track 1** For Those Entering With a Master's Degree in I/O Psychology
- **Track 2** For Those Entering With a GPA of 3.0 on Bachelor's Degree or Master's Degree in Another Field

Track 1: For Those Entering With an Master's Degree in I/O Psychology

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 - I/O 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)

- Students may take this a non-degree course.

RSCH 8360 - Advanced Qualitative Reasoning and Analysis (5 credits)

- Students may take this a non-degree course.

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 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 IPSY 9000. Contact Student Success Advising to register.

Completion of the Doctoral Dissertation

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 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.	
	RSCH 8360 - Advanced Qualitative Reasoning and Analysis	5 credits
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 8185 - Writing a Quality Prospectus in Psychology	5 credits 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 4 terms; taken continuously until completion
• 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. <i>NOTE: Intensive Retreats are NOT included in Fast Track tuition.</i>		
Optional: Complete a dissertation intensive (DRWI 8500) during IPSY 9000. Contact Student Success Advising to register.		

* 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.

Track 2: For Those Entering With a GPA of 3.0 on Bachelor's Degree or Master's Degree in Another Field

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 I/O Psychology (5 credits)

IPSY 8480 - Psychology of Organizational Behavior (5 credits)

IPSY 8551 - I/O 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)

- Students may take this a non-degree course.

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)

- Students may take this a non-degree course.

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 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 IPSY 9000. Contact Student Success Advising to register.

Completion of the Doctoral Dissertation

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.

Quarter	Course	Credits
Quarter 1	IPSY 8004 - Foundations of Graduate Study in Psychology	3 credits
	IPSY 8252 - Themes and Theories of I/O Psychology	5 credits
Complete Residency 1 as soon as you begin your program; should be completed in Term 1 or Term 2.		
Quarter 2	IPSY 8480 - Psychology of Organizational Behavior	5 credits
	IPSY 8214 - Consulting for Organizational Change	5 credits
Quarter 3	RSCH 8110 - Research Theory, Design, and Methods	5 credits
	IPSY 8552 - Psychological Motivation at Work	5 credits
Quarter 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.	
	Specialization Course*	5 credits
Quarter 5	IPSY 8551 - I/O Tests and Measurement	5 credits
	RSCH 8310 - Qualitative Reasoning and Analysis	5 credits
Quarter 6	RSCH 8260 - Advanced Quantitative Reasoning and Analysis	5 credits
	IPSY 8754 - Personnel Psychology in the Workplace	5 credits
Quarter 7	IPSY 8579 - Job Attitudes, Measurement, and Change	5 credits
	IPSY 8202 - Survey Research Methods	5 credits
Quarter 8	RSCH 8360 - Advanced Qualitative Reasoning and Analysis	5 credits
	IPSY 8702 - Dissertation Literature Review Lab	2 credits
Quarter 9	Specialization Course*	5 credits
	IPSY 8185 - Writing a Quality Prospectus in Psychology	5 credits
Residency 3 once you have a prospectus in Walden's review system.		
Quarter 10+	Specialization Course*	5 credits
	IPSY 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:	
	• 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>	
	Optional: Complete a dissertation intensive (DRWI 8500) during IPSY 9000. Contact Student Success Advising to register	

* 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:
 - 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. Students who previously completed a master's degree with Walden in the same discipline area are not eligible for an MPhil.

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

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 (ACBSP). ACBSP is a leading, specialized accreditation association that identifies and supports excellence in business education.

Learning Outcomes

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)

- Students may take this a non-degree course.

RSCH 8360 - Advanced Qualitative Reasoning and Analysis (5 credits)

- Students may take this a non-degree course.

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 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 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	5 credits Studies
Complete Residency 1 as soon as you begin your program; no later than within 90 days of completing MGMT 8003M.		
Quarter 2	MGMT 8005M - Organizational Perspectives and Implications for Leaders	5 credits
	MGMT 8007M - Complexity and Systems Thinking	5 credits Dynamics
Quarter	Course	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
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 Literature Review and Research Method and Design	3 credits
Quarter 7	MGMT 8900M - Prospectus Development and Alignment	3 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	
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:		
• 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. Students who previously completed a master's degree with Walden in the same discipline area or are enrolled in the PhD Completion program are not eligible for an MPhil.

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

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 Business Administration (DBA) (Quarter)

Doctor of Business Administration (DBA)

The DBA 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. 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 (DBA) 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.

Learning Outcomes

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 III, 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 quarter credits)
- Foundation courses (5 quarter credits)
- Core business course (5 quarter credits)
- Business strategy course (5 quarter credits)
- Research methods courses (15 quarter credits)
- Specialization courses (15 quarter credits)
- Completion of Business Research Project
 - Business Research Project mentoring (3 quarter credits)
 - Business Research Project completion courses (4 stages at 5 quarter credits each)
- Two academic residencies

Note: Students who have earned a Professional in Human Resources (PHR), Senior Professional in Human Resources (SPHR), or Global Professional in Human Resources (GPHR) certification may be eligible to accelerate their DBA program. For information, contact the Student Success Advising Team.

Curriculum

Foundation Courses (5 quarter credits)

DBAX 4990 - Business Essentials (0 quarter credits)

DBAX 8006 - Contemporary Challenges in Business* (5 quarter credits)

- Students may take this a non-degree course.

Core and Business Strategy Courses (10 quarter credits)

DBAX 8151 - Organizational Leadership: Doctoral Theory and Practice* (5 quarter credits)

- Students may take this a non-degree course.

DBAX 8161 - Business Strategy and Innovation for Competitive Advantage* (5 quarter credits)

- Students may take this a non-degree course.

Research Methods Courses (15 quarter credits)

DBAX 8300 - Qualitative and Quantitative Methodology for Applied Business Research (5 quarter credits)

DBAX 8303 - Qualitative and Case Study Methodology for Business Analysis Research (5 quarter credits)

DBAX 8307B - Quantitative Business Data Analysis Using SPSS (5 quarter credits)

Specialization Courses (15 quarter 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 (15 quarter credits)

DBAX 8511 - Seminar in Innovation Management (5 quarter credits)
DBAX 8531 - Seminar in B2B Marketing (5 quarter credits)
DBAX 8541 - Seminar in Entrepreneurial Finance (5 quarter 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 (15 quarter credits)

DBAX 8560 - Seminar in Healthcare Managerial Decision Making (5 quarter credits)
DBAX 8561 - Seminar in Managing Healthcare Delivery Systems (5 quarter credits)
DBAX 8562 - Seminar in Law and Ethics in Healthcare Management (5 quarter 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 (15 quarter credits)

DBAX 8580 - The New HR: The Savvy Strategic Partner (5 quarter credits)
DBAX 8581 - Succession Planning: A Survival Tool of the Fittest (5 quarter credits)
DBAX 8582 - An HR Plan for Organizational Agility (5 quarter 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 (15 quarter credits)

DBAX 8521 - Seminar in Change Management (5 quarter credits)

DBAX 8522 - Seminar in Sustainability (5 quarter credits)

DBAX 8524 - Seminar in Multicultural Management (5 quarter 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 criticalthinking 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 (15 quarter 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

Residency Requirements

- Complete Residency 1 as soon as you begin your program (while taking DBAX 8006 or DBAX 8151); required in order to advance into DBAX 8161 or DBAX 8303.

- Complete Residency 2 just prior to the start or during the first few weeks of DBAX 8303; required in order to advance into DBAX 8307B.
- **Optional:** Complete a DBA Research Project Intensive retreat face-to-face during DBAX 8101/8101C or DBAX 9101, 9102, 9103, or 9104/9101C, 9102C, 9103C, or 9104C. Contact Student Success Advising to register.

Completion of the Business Research Project

DBAX 8101 - Business Research Project Mentoring (1 quarter credit)

OR

DBAX 8101C - Business Research Project Mentoring (1 quarter credit)

OR

1 credit each quarter = total 3 credits

To be taken along with other coursework starting with after completion of DBAX 8300 until beginning DBAX 9101/9101C.

DBAX 9101 - Business Research Project Stage 1 (5 quarter credits)

OR

DBAX 9101C - Business Research Project Stage 1 (5 quarter credits)

DBAX 9102 - Business Research Project Stage 2 (5 quarter credits)

OR

DBAX 9102C – Business Research Project Stage 2 (5 quarter credits)

DBAX 9103 – Business Research Project Stage 3 (5 quarter credits)

OR

DBAX 9103C – Business Research Project Stage 3 (5 quarter credits)

DBAX 9104 – Business Research Project Stage 4 (5 quarter credits)

OR

DBAX 9104C – Business Research Project Stage 4 (5 quarter credits)

To complete a business research project, students must obtain the academic approval of several independent evaluators including their Project Mentor, a Program Project Reviewer, and the Institutional Review Board; pass the Form and Style Review; and gain final approval by the CAO. Students must also publish their business research project on ProQuest before their degree is conferred. Learn more about the business research project process in the DBA Capstone documents.

Course Sequence

The recommended course sequence is as follows:

Quarter	Course	Credits
Quarter 1	DBAX 4990 - Business Essentials	0 credits
	DBAX 8006 - Contemporary Challenges in Business	5 credits
Complete Residency 1 (RESI 8301) as soon as you begin your program; no later than within 90 days of completing DBAX 8006.		
Quarter 2	DBAX 8151 - Organizational Leadership: Doctoral Theory and Practice	5 credits
	DBAX 8300 - Qualitative and Quantitative Methodology for Applied Research	5 credits Business
Quarter 3	DBAX 8161 - Business Strategy and Innovation for Competitive Advantage	5 credits
	DBAX 8303 - Qualitative and Case Study Methodology for Business Analysis Research	5 credits
	DBAX 8101 - Business Research Project Mentoring* OR	1 credit
	DBAX 8101C - Business Research Project Mentoring* OR	
Complete Residency 2 just prior to the start or during the first few weeks of DBAX 8303; required in order to advance into DBAX 8307B.		
Quarter 4	DBAX 85XX - Specialization Course 1	5 credits
	DBAX 8307B - Quantitative Business Data Analysis Using SPSS	5 credits
	DBAX 8101 - Business Research Project Mentoring* OR	1 credit
	DBAX 8101C - Business Research Project Mentoring*	
Quarter 5	DBAX 85XX - Specialization Course 2	5 credits
	DBAX 85XX - Specialization Course 3	5 credits
	DBAX 8101 - Business Research Project Mentoring* OR	1 credit
	DBAX 8101C - Business Research Project Mentoring* OR	
Optional: Complete a DBA Research Project Intensive retreat during DBAX 8101 or any of the Business Research Project courses. Contact Student Success Advising to register.		
Quarter 6	DBAX 9101 - Business Research Project Stage 1** OR	5 credits
	DBAX 9101C - Business Research Project Stage 1**	
Quarter 7	DBAX 9102 - Business Research Project Stage 2** OR	5 credits
	DBAX 9102C - Business Research Project Stage 2**	
Quarter 8	DBAX 9103 - Business Research Project Stage 3** OR	5 credits
	DBAX 9103C - Business Research Project Stage 3**	
Quarter 9+	DBAX 9104 - Business Research Project Stage 4** OR	5 credits
	DBAX 9104C - Business Research Project Stage 4**	

* DBAX 8101/8101C- 1 credit each session = total 3 credits; To be taken along with other coursework after completion of DBAX 8300 until beginning DBAX 9101/9101C.

**To complete a business research project, students must obtain the academic approval of several independent evaluators including their Project Mentor, a Program Project Reviewer, and the Institutional Review Board; pass the Form and Style Review; and gain final approval by the CAO. Students must also publish their business research project on ProQuest before their degree is conferred. Learn more about the business research project process in the DBA Capstone documents.

PhD in Healthcare Administration

PhD in Healthcare Administration

The PhD in Healthcare Administration (PhD HA) program prepares professionals to effectively conduct original research in the field of healthcare administration. The program focuses on developing scholarpractitioners that desire to advance the profession through research and professional practice.

Students will research operational, business and administration problems with the goal of improving healthcare quality, organizational effectiveness, and improving patient safety and health outcomes. By blending theory, professional practice, and research in their coursework, students in the PhD Healthcare Administration program will develop research studies that have immediate application to the field of healthcare administration, support professional advancement, and contribute to positive social change.

Learning Outcomes

All graduates will be prepared to:

- Demonstrate evidence-based leadership approaches in changing healthcare environments.
- Demonstrate data-driven decision making in healthcare setting financial management, strategic planning, economic analysis, and quality assessment.
- Apply ethical and legal principles to healthcare administration practice and communication.
- Evaluate qualitative and quantitative research methods for healthcare administration practice.
- Apply appropriate statistical analysis skills to healthcare administration research.
- Evaluate theoretical and conceptual frameworks for healthcare administration.
- Lead positive social change through culturally responsive health management and systems thinking.

Tracks

- **Track 1** For students who hold a Master of Healthcare Administration degree
- **Track 2** For students who hold a master's degree in an academic discipline other than healthcare administration

Degree Requirements

Track 1: (for students who hold a Master of Healthcare Administration degree) Minimum Degree Requirements

- Core courses (28 cr.)
- Research courses (20 cr.)
- Preparing for Dissertation (5 cr.)
- Dissertation course (15 credits; continuously enrolled for a minimum of 3 terms until completed)
- Four PhD residencies

Curriculum

Core Courses (28 credits)

HCAD 8006 - PhD Healthcare Administration Foundational Concepts* (3 credits)

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

OR

HCAD 8011 - PhD Healthcare Administration Foundational Concepts* (3 credits)

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

HCAD 8203 - Advanced Healthcare Operations Management* (5 credits)

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

HCAD 8103 - Advanced Healthcare Quality and Risk Management* (5 credits)

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

HCAD 8750 - Trends and Issues in Executive Level Management for Healthcare Administrators (5 credits)

HCAD 8703 - Advanced Health Analytics and Data-Driven Decision Making (5 credits)

HCAD 8503 - Strategic Management and Systems Thinking* (5 credits)

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

Research Courses (20 credits)

RSCH 8111 - Conceptualizing Research (5 credits)

RSCH 8211 - Choosing a Research Approach (5 credits)

RSCH 8311 - Designing Qualitative Research Approaches (5 credits)

OR

RSCH 8312 - Designing Quantitative Research Approaches (5 credits)

RSCH 8361 - Developing Skills in Qualitative Methods (5 credits)

OR

RSCH 8362 - Developing Skills in Quantitative Methods (5 credits)

Residency Requirements

- Residency 1 – Complete Residency 1 as soon as you begin your program; no later than within 90 days of completing HCAD 8006/HCAD 8011. Completion of Residency 1 is required in order to advance into RSCH 8211.
- Residency 2 – Complete Residency 2 during your first year in the program. Completion of Residency 2 is required in order to advance into HCAD 8551.
- Residency 3 – Complete Residency 3 at beginning of your second year. Completion of Residency 3 is required in order to advance into HCAD 9000.
- Residency 4 –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
 - a dissertation intensive (DRWI 8500) during HCAD 9000 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 HCAD 9000. Contact Student Success Advising to register.

Dissertation (20 cr. minimum)

HCAD 8551 - Preparing for Dissertation (5 credits)

HCAD 9000 - Healthcare Administration Dissertation (5 credits per term for minimum of 3 terms; taken continuously until CAO approval)

Course Sequence

The recommended course sequence is as follows:

Quarter	Course	Credits
Quarter 1	HCAD 8006 – PhD Healthcare Administration Foundational Concepts*	3 credits
	OR	
	HCAD 8011 – PhD Healthcare Administration Foundational Concepts	5 credits
	RSCH 8111 – Conceptualizing Research	5 credits
Complete Residency 1 no later than within 90 days of completing HCAD 8011/8006; required in order to advance into RSCH 8211.		
Quarter 2	HCAD 8203 – Advanced Healthcare Operations Management	5 credits
	HCAD 8103 - Advanced Healthcare Quality and Risk Management	5 credits Complete
Residency 2; required in order to advance into HCAD 8551.		

Quarter	Course	Credits
Quarter 3	RSCH 8211 – Choosing a Research Approach	5 credits
	HCAD 8703 – Advanced Health Analytics and Data-Driven Decision	5 credits Making
Quarter 4	HCAD 8503 – Strategic Management and Systems Thinking	5 credits RSCH
	8311 – Designing Qualitative Research Approaches	5 credits
	Or	
	RSCH 8312 – Designing Quantitative Research Approaches	
Complete Residency 3; required in order to advance into HCAD 9000.		
Quarter 5	HCAD 8551 – Preparing for Dissertation	5 credits
	HCAD 8750 – Trends and Issues in Executive Level Management for Administrators	5 credits Healthcare
Quarter 6	RSCH 8361 – Developing Skills in Qualitative Methods	5 credits
	Or	
	RSCH 8362 – Developing Skills in Quantitative Methods	
Quarter 7	HCAD 9000 – Healthcare Administration Dissertation**	5 credits per term for a minimum of three terms; taken continuously until
	CAO approval Complete Residency 4 after you have an approved Prospectus.	
Quarter 8	HCAD 9000 – Healthcare Administration Dissertation**	5 credits per term for a minimum of three terms; taken continuously until
		CAO approval
Quarter 9+	HCAD 9000 – Healthcare Administration Dissertation**	5 credits per term for a minimum of three terms; taken continuously until
		CAO approval
Optional: Complete a PhD dissertation intensive (DRWI 8500) during HCAD 9000. Contact Student Success Advising to register.		

*Students enrolling in a midterm start date will take a 6-week version of HCAD 8006 by itself in their first term.

** 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, 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.

Track 2: (for students who hold a master's degree in an academic discipline other than healthcare administration) Minimum Degree Requirements

- Foundational courses (25 cr.)
- Core courses (28 cr.)
- Research courses (20 cr.)
- Preparing for Dissertation (5 cr.)

- Dissertation course (15 credits; continuously enrolled for a minimum of 3 terms until completed)
- Four PhD residencies

Curriculum

Foundation Courses (25 credits)

HCAD 8501 - Leadership Within the Healthcare Sector* (5 credits)

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

HCAD 8051 - Delivery of Healthcare* (5 credits)

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

HCAD 8601 - Technology and Innovations in Healthcare* (5 credits)

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

HCAD 8301 - Law and Ethics in Healthcare* (5 credits)

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

HCAD 8300 - Healthcare Finance* (5 credits)

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

Core Courses (28 credits)

HCAD 8006 - PhD Healthcare Administration Foundational Concepts* (3 credits)

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

OR

HCAD 8011 - PhD Healthcare Administration Foundational Concepts* (3 credits)

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

HCAD 8203 - Advanced Healthcare Operations Management* (5 credits)

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

HCAD 8103 - Advanced Healthcare Quality and Risk Management* (5 credits)

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

HCAD 8750 - Trends and Issues in Executive Level Management for Healthcare Administrators (5 credits)

HCAD 8703 - Advanced Health Analytics and Data-Driven Decision Making (5 credits)

HCAD 8503 - Strategic Management and Systems Thinking* (5 credits)

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

Research Courses (20 credits)

RSCH 8111 - Conceptualizing Research (5 credits)

RSCH 8211 - Choosing a Research Approach (5 credits)

RSCH 8311 - Designing Qualitative Research Approaches (5 credits)

OR

RSCH 8312 - Designing Quantitative Research Approaches (5 credits)

RSCH 8361 - Developing Skills in Qualitative Methods (5 credits)

OR

RSCH 8362 - Developing Skills in Quantitative Methods (5 credits)

Residency Requirements

- Residency 1 – Complete Residency 1 as soon as you begin your program; no later than within 90 days of completing HCAD 8006/HCAD 8011. Completion of Residency 1 is required in order to advance into RSCH 8211.
- Residency 2 – Complete Residency 2 near end of first year in the program. Completion of Residency 2 is required in order to advance into HCAD 8551.
- Residency 3 – Complete Residency 3 during your second year in the program. Completion of Residency 3 is required in order to advance into HCAD 9000.
- Residency 4 –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
 - a dissertation intensive (DRWI 8500) during HCAD 9000 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 HCAD 9000. Contact Student Success Advising to register.

Dissertation (20 credit minimum)

HCAD 8551 - Preparing for Dissertation (5 credits)

HCAD 9000 - Healthcare Administration Dissertation (5 credits)

Course Sequence

Quarter	Course	Credits
Quarter 1	HCAD 8006 - PhD Healthcare Administration Foundational Concepts*	3 credits
	OR	
	HCAD 8011 - PhD Healthcare Administration Foundational Concepts	
	RSCH 8111 - Conceptualizing Research	5 credits
Complete Residency 1 no later than within 90 days of completing HCAD 8011/8006; required in order to advance into RSCH 8211.		
Quarter 2	HCAD 8501 - Leadership Within the Healthcare Sector	5 credits
	HCAD 8051 - Delivery of Healthcare	5 credits
Quarter 3	HCAD 8601 - Technology and Innovations in Healthcare	5 credits
	HCAD 8301 - Law and Ethics in Healthcare	5 credits
Quarter 4	HCAD 8300 - Healthcare Finance	5 credits
	HCAD 8750 - Trends and Issues in Executive Level Management for Administrators	5 credits Healthcare
Complete Residency 2; required in order to advance into HCAD 8551.		
Quarter 5	HCAD 8103 - Advanced Healthcare Quality and Risk Management	5 credits
	HCAD 8203 - Advanced Healthcare Operations Management	5 credits
Quarter 6	HCAD 8703 - Advanced Health Analytics and Data-Driven Decision Making	5 credits
	RSCH 8211 - Choosing a Research Approach	5 credits
Quarter 7	HCAD 8503 - Strategic Management and Systems Thinking	5 credits
	RSCH 8311 - Designing Qualitative Research Approaches	5 credits
	OR	
	RSCH 8312- Designing Quantitative Research Approaches Complete	
Residency 3; required in order to advance into HCAD 9000.		
Quarter 8	HCAD 8551 - Preparing for Dissertation	5 credits
Quarter 9	RSCH 8361 - Developing Skills in Qualitative Methods	5 credits
	OR	
	RSCH 8362 - Developing Skills in Quantitative Methods	
Quarter 10	HCAD 9000 - Healthcare Administration Dissertation **	5 credits per term for a minimum of three terms; taken continuously until
	CAO approval Complete Residency 4 after you have an approved Prospectus.	
Quarter 11	HCAD 9000 - Healthcare Administration Dissertation **	5 credits per term for a minimum of three terms; taken continuously until
		CAO approval
Quarter 12+	HCAD 9000 - Healthcare Administration Dissertation **	5 credits per term for a minimum of three terms; taken continuously until
		CAO approval
Optional: Complete a PhD dissertation intensive (DRWI 8500) during HCAD 9000. Contact Student Success Advising to register.		

* Students enrolling in a midterm start date will take a 6-week version of HCAD 8006 by itself in their first term.

** 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, 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

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 (not currently accepting new students)

Master's Degree Programs

- Master of Science in Nursing (MSN)
- Dual Degree – Master of Science in Nursing (MSN) and Master of Business

Administration (MBA) 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.*

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, AdultGerontology 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®.

* Start times do not apply to the Bachelor of Science in Nursing (BSN) (Competency Based) modality.

Accreditation



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).

Learning Outcomes

1. Utilize technology and information systems to communicate, and support decision making for safe practice.

2. Use evidence, based on the sciences, humanities, and research to guide nursing practice across a diverse health-illness continuum in a variety of healthcare communities.
3. Evaluate the implications of policy on healthcare disparities including issues of access, equity, affordability, social justice, and social needs in healthcare delivery.
4. Demonstrate effective cooperation, coordination, and collaboration with interprofessional partnerships in delivering diverse and inclusive quality care to patients, families, and communities.
5. Implement collaboration across the health care system to provide population health nursing care to improve access to quality healthcare and equitable health outcomes.
6. Demonstrate leadership and accountability by expanding the contributions of nursing and committing to professional development, social change, and personal wellbeing.
7. Apply person-centered assessment skills across the lifespan based on social determinants of health, development, and culture to provide quality evidenced-based nursing care.

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 (45 credits)
- Upper-level nursing core courses (46 credits)
- Elective courses and prior nursing credit (90 credits)

Curriculum General Education Courses (45 credits)

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

Upper-Level Nursing Core (46 credits)

NURS 3021 - Professional Nurses as Change Agents (6 credits)
FECN 4300 – Field Experience Preparation (0 credit)
NURS 3025 - Health Assessment (5 credits)
NURS 3111 - Nursing Informatics and Healthcare Technology (5 credits)
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.
NURS 4151 - Nursing Research & Evidence-Based Practice (5 credits)
NURS 4106 - Patient Safety and Quality Improvement (5 credits)
NURS 4110 - Leadership and Health Policy (5 credits)
NURS 4212 - Population Health Nursing (5 credits)
NURS 4300 - BSN Capstone (5 credits)

Field Experience Preparation

Walden is committed to providing students with resources and support in preparation of field experience(s). To help ease anxiety in the field experience process, Walden offers a 0-credit Field Experience Preparation course, a structured experience that guides students through the application process and currently available readiness resources. The course is designed to complement other pre-requisite courses needed in preparation for field experience(s). The goal is that students submit their field experience application by the end of the course. Of course, there may be reasons why a field experience needs to be postponed, or the readiness course may not be needed if a field experience opportunity has already been secured. In this instance, students may opt-out of the course. By opting out of the Field Experience Preparation course without having submitted a complete field experience application you are notifying Walden that you have chosen to delay the beginning of your field experience indefinitely, it is your responsibility to notify Walden when you plan to begin the field experience component of your program. In some instances, opting out of the Field Experience Preparation course indicates the foundational components of the field experience process have been satisfied and submission of the field experience application is pending. While the course is not yet available for Tempo students, the same readiness resources are available to Tempo students seeking field experience.

Elective Courses and Prior Nursing Credit (90 credits)

Students with less than 90 transfer credits can choose elective courses from the recommended list below or from any of Walden's bachelor degree programs.

Note: A minimum of 10 quarter credits of electives must be completed at the 3000 or 4000 level in order to meet program requirements.

NURS 3030 - Advocating for Diversity Equity and Inclusion in Healthcare (5 credits)

LDRS 1001 - Personal and Organizational Leadership (6 credits)

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.

HLTH 3100 - Ethical and Legal Issues in Healthcare* (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 4110 - Healthcare Quality and Safety* (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.

HLTH 4115 - Strategic Planning and Marketing in Healthcare* (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.

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.

PUBH 3100 - Human Disease and Prevention* (5 credits)

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

HLTH 2500 - Theories of Health Behavior (5 credits)

HLTH 4000 - Introduction to Healthcare Management* (5 credits)

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

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 (45 credits)
- Upper-level nursing core courses (46 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 (90 credits)

Curriculum

General Education Courses (45 credits)

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

Upper-Level Nursing Core Courses (51 credits)

NURS 3021 - Professional Nurses as Change Agents (6 credits)

FECN 4300 – Field Experience Preparation (0 credit)

NURS 3025 - Health Assessment (5 credits)

NURS 5051 - Transforming Nursing and Healthcare Through Technology (5 credits)

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.

NURS 5052 - Essentials of Evidence-Based Practice (5 credits)

NURS 4106 - Patient Safety and Quality Improvement (5 credits)

NURS 5050 - Policy and Advocacy for Improving Population Health (5 credits)

NURS 4212 - Population Health Nursing (5 credits)

NURS 4300 - BSN Capstone (5 credits)

Field Experience Preparation

Walden is committed to providing students with resources and support in preparation of field experience(s). To help ease anxiety in the field experience process, Walden offers a 0-credit Field Experience Preparation course, a structured experience that guides students through the application process and currently available readiness resources. The course is designed to complement other pre-requisite courses needed in preparation for field experience(s). The goal is that students submit their field experience application by the end of the course. Of course, there may be reasons why a field experience needs to be postponed, or the readiness course may not be needed if a field experience opportunity has already been secured. In this instance, students may opt-out of the course. By opting out of the Field Experience Preparation course without having submitted a complete field experience application you are notifying Walden that you have chosen to delay the beginning of your field experience indefinitely, it is your responsibility to notify Walden when you plan to begin the field experience component of your program. In some instances, opting out of the Field Experience Preparation course indicates the foundational components of the field experience process have been satisfied and submission of the field experience application is pending. While the course is not yet available for Tempo

students, the same readiness resources are available to Tempo students seeking field experience.

Elective Courses and Prior Nursing Credit (90 credits)

Students with less than 90 transfer credits can choose elective courses from any of Walden's bachelor degree programs.

NURS 3030 - Advocating for Diversity Equity and Inclusion in Healthcare (5 credits)

LDRS 1001 - Personal and Organizational Leadership (6 credits)

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.

HLTH 3100 - Ethical and Legal Issues in Healthcare* (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 4110 - Healthcare Quality and Safety* (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.

HLTH 4115 - Strategic Planning and Marketing in Healthcare* (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.

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.

PUBH 3100 - Human Disease and Prevention* (5 credits)

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

HLTH 2500 - Theories of Health Behavior (5 credits)

HLTH 4000 - Introduction to Healthcare Management* (5 credits)

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

Tempo Learning® Program

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 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 (45 credits)
- Upper-level nursing core courses (45 credits)
 - NURS 5050, NURS 5051, and NURS 5052 will transfer into the MSN program
- Elective courses and prior nursing credit (90 credits)

General Education Courses (45 credits)

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

Upper-Level Nursing Core (45 credits)

NURS 3021 - Professional Nurses as Change Agents (5 credits)

(**Note:** NURS 3021 is worth 5 credits, not 6, in the competency-based program.)

- XA3001 A Vision for Social Change in professional Practice & Advancing Nurses' Health and Wellness
 - Analyze strategies that promote the nurse's role as an agent of change in implementing social change for professional practice and community decision making.
- XA3002 Professional Communication
 - Apply professional communication strategies in various settings and modalities.
- XA3003 Prioritizing Social Determinants of Health
 - Assess how social determinants of health influences disparities in patient populations and efforts aimed at providing quality patient care.
- XA3004 Health Equity and Advocacy and Political Engagement
 - Analyze the impact of civic engagement on health equity.
- XA3005 Collaboration as Ethical Influencers and Scholars
 - Collaborate for influence and social change.

NURS 3025 - Health Assessment (5 credits)

- XH3001 Person Centered Communication
 - Apply nursing knowledge to gain a person-centered holistic approach to ethical practice.
- XH3002 Critical Judgment through Assessment
 - Apply clinical judgment skills to inform nursing knowledge.
- XH3003 Health History Across the Lifespan
 - Analyze effective communication techniques to reflect variation across the lifespan.
- XH3004 Physical Assessment Across the Lifespan
 - Analyze the impact of cultural competence in conducting a physical assessment.
- XH3005 Social Change and Social Determinants of Health
 - Analyze the impact of social change and social determinants of health on care coordination and care outcomes.

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.

STAT 3001 - Statistical Methods and Applications* (5 credits)

- ST3001 Descriptive Statistics
- ST3002 Correlation and Regression
- ST3003 Normal Distribution
- ST3004 Hypothesis Testing

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 4106 - Patient Safety and Quality Improvement (5 credits)

- XQ4001 Safety & Quality Fundamentals
 - Apply quality improvement and patient safety principles in care delivery.
- XQ4002 Culture of Healthcare safety
 - Contribute to a just culture of patient, provider, and work environment safety.
- XQ4003 Data and Evaluation Performance
 - Utilize benchmark and outcome data to inform performance management and clinical decision making.
- XQ4004 Quality Tools and Quality Process
 - Analyze quality improvement methods, strategies and quality tools to improve patient care outcomes.
- XQ4005 Quality Improvement Plan
 - Apply a change theory to a quality care problem in a healthcare setting.

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 4212 - Population Health Nursing (5 credits)

- XP4001 Managing Population Health
 - Analyze concepts of population- based public health nursing relative to the role of the nurse.
- XP4002 Socioeconomic Impact on Healthcare Delivery
 - Formulate leadership and advocacy strategies to reduce health disparities, advance ethical nursing, and promote health equity in policies.
- XP4003 Disaster Preparedness and Public Health Emergencies
 - Propose leadership strategies to advance preparedness to protect population health during disasters and public health emergencies.
- XP4004 Advocacy Strategies of Population Health
 - Advocate for improvement in population health with use of evidence-based practice, cultural competence, and strong community assessment and analysis..
- XP4005 Population Health Evidence-Based Plan
 - Apply theory to articulate a need for a change, engage stakeholders, implement messaging strategies, and evaluate effectiveness of advocacy actions.

NURS 4300 - BSN Capstone (5 credits)

- XC4001 Interprofessional Communication for Practice Change
 - Apply interprofessional communication to a practice change that promotes positive health outcomes.
- XC4002 Data Analysis and Evidence to Plan Practice Change
 - Evaluate data and evidence-based research to plan practice change.
- XC 4003 Leadership Strategies for Practice Change
 - Apply leadership strategies in the collaboration process to develop a practice change to improve health outcomes
- XC 4004 Implementation of Practice Change
 - Implement the educational components of a practice change to improve healthcare outcomes
- XC 4005 Evaluation of Practice Change
 - Evaluate a practice change to improve healthcare outcomes..

Elective Courses and Prior Nursing Credit (90 credits)

Students with less than 90 transfer credits can choose elective courses from the recommended list below or any of Walden's bachelor degree programs.

Note: A minimum of 10 quarter credits of electives must be completed at the 3000 or 4000 level in order to meet program requirements.

NURS 3030 - Advocating for Diversity Equity and Inclusion in Healthcare (5 credits)

LDRS 1001 - Personal and Organizational Leadership (6 credits)

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.

HLTH 3100 - Ethical and Legal Issues in Healthcare* (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 4110 - Healthcare Quality and Safety* (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.

HLTH 4115 - Strategic Planning and Marketing in Healthcare* (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.

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.

PUBH 3100 - Human Disease and Prevention* (5 credits)

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

HLTH 2500 - Theories of Health Behavior (5 credits)

HLTH 4000 - Introduction to Healthcare Management* (5 credits)

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

RN-BSN Track Degree Requirements

- 180 total credits
- General education courses (45 credits)
- Upper-level nursing core courses (45 credits)
- Elective courses and prior nursing credit (90 credits)

Core Curriculum General Education Courses (45 credits)

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

Upper-Level Nursing Core (45 credits)

NURS 3021 - Professional Nurses as Change Agents (5 credits)

(Note: NURS 3021 is worth 5 credits, not 6, in the competency-based program.)

- XA3001 A Vision for Social Change in professional Practice & Advancing Nurses' Health and Wellness
 - Analyze strategies that promote the nurse's role as an agent of change in implementing social change for professional practice and community decision making.
- XA3002 Professional Communication
 - Apply professional communication strategies in various settings and modalities.
- XA3003 Prioritizing Social Determinants of Health
 - Assess how social determinants of health influences disparities in patient populations and efforts aimed at providing quality patient care.
- XA3004 Health Equity and Advocacy and Political Engagement
 - Analyze the impact of civic engagement on health equity.
- XA3005 Collaboration as Ethical Influencers and Scholars
 - Collaborate for influence and social change.

NURS 3025 - Health Assessment (5 credits)

- XH3001 Person Centered Communication
 - Apply nursing knowledge to gain a person-centered holistic approach to ethical practice.
- XH3002 Critical Judgment through Assessment
 - Apply clinical judgment skills to inform nursing knowledge.
- XH3003 Health History Across the Lifespan
 - Analyze effective communication techniques to reflect variation across the lifespan.
- XH3004 Physical Assessment Across the Lifespan
 - Analyze the impact of cultural competence in conducting a physical assessment.
- XH3005 Social Change and Social Determinants of Health

- Analyze the impact of social change and social determinants of health on care coordination and care outcomes.

NURS 3111 - Nursing Informatics and Healthcare Technology (5 credits)

- XI3001 Nursing Informatics: Shaping Care with Data
 - Explain how information and communication technologies are used in nursing practice to gather data, create information, and generate knowledge.
- XI3002 Information and Communication Tools in Nursing Practices
 - Evaluate information and communication technology tools used in the care of patients, communities, and populations.
- XI3003 Using Technology to Promote Safe & Effective Care
 - Evaluate information and communication technology tools used in the care of patients, communities, and populations.
- XI3004 Using Technology to Promote Communication
 - Evaluate the use of communication technologies and informatics processes to deliver safe nursing care to diverse populations in a variety of settings.
- XI3005 Ethical & Legal Considerations
 - Analyze use of communication technologies to deliver patient care in accordance with ethical, legal, professional, and regulatory standards and workplace policies.

STAT 3001 - Statistical Methods and Applications* (5 credits)

- ST3001 Descriptive Statistics
- ST3002 Correlation and Regression
- ST3003 Normal Distribution
- ST3004 Hypothesis Testing

NURS 4151 - Nursing Research & Evidence-Based Practice (5 credits)

- XR4001 Research, Evidence-Based Practice and Theoretical Frameworks
 - Explain the relationship between research, theoretical frameworks, and evidencebased practice.
- XR4002 Clinical Questioning and Ethical Implications
 - Apply the PICO model to nursing research topics that adhere to ethical and legal standards for nursing practice.
- XR4003 Quantitative Data
 - Evaluate quantitative research methods and their impact on nursing practice.
- XR43004 Qualitative Data

- Generate reasonable conclusions and recommendations based on published research findings.
- XR4005 Application of Research to EBP
 - Apply research to the development of evidence-based practices in nursing.

NURS 4106 - Patient Safety and Quality Improvement (5 credits)

- XQ4001 Safety & Quality Fundamentals
 - Apply quality improvement and patient safety principles in care delivery.
- XQ4002 Culture of Healthcare safety
 - Contribute to a just culture of patient, provider, and work environment safety.
- XQ4003 Data and Evaluation Performance
 - Utilize benchmark and outcome data to inform performance management and clinical decision making.
- XQ4004 Quality Tools and Quality Process
 - Analyze quality improvement methods, strategies and quality tools to improve patient care outcomes.
- XQ4005 Quality Improvement Plan
 - Apply a change theory to a quality care problem in a healthcare setting.

NURS 4110 - Leadership and Health Policy (5 credits)

- XL4001 Leadership in Policy Action
 - Analyze concepts of leadership and health policy relative to the role of the professional nurse.
- XL4002 Economic and Social Influences in Policy
 - Formulate leadership and advocacy strategies to reduce health disparities and advance ethical nursing as well as health policy engagement.
- XL4003 Advancing Workplace and Organizational Policy
 - Propose leadership strategies to improve workplace and organizational policies.
- XL4004 Pursuit of Meaningful State and National Policy
 - Advocate for improvement in healthcare delivery and health equity at the state and national levels.
- XL4005 Nurses' Social Contract in Communities
 - Apply leadership strategies to advocate for policies that improve patient healthcare in their local communities.

NURS 4212 - Population Health Nursing (5 credits)

- XP4001 Managing Population Health

- Analyze concepts of population- based public health nursing relative to the role of the nurse.
- XP4002 Socioeconomic Impact on Healthcare Delivery
 - Formulate leadership and advocacy strategies to reduce health disparities, advance ethical nursing, and promote health equity in policies.
- XP4003 Disaster Preparedness and Public Health Emergencies
 - Propose leadership strategies to advance preparedness to protect population health during disasters and public health emergencies.
- XP4004 Advocacy Strategies of Population Health
 - Advocate for improvement in population health with use of evidence-based practice, cultural competence, and strong community assessment and analysis..
- XP4005 Population Health Evidence-Based Plan
 - Apply theory to articulate a need for a change, engage stakeholders, implement messaging strategies, and evaluate effectiveness of advocacy actions.

NURS 4300 - BSN Capstone (5 credits)

- XC4001 Interprofessional Communication for Practice Change
 - Apply interprofessional communication to a practice change that promotes positive health outcomes.
- XC4002 Data Analysis and Evidence to Plan Practice Change
 - Evaluate data and evidence-based research to plan practice change.
- XC 4003 Leadership Strategies for Practice Change
 - Apply leadership strategies in the collaboration process to develop a practice change to improve health outcomes
- XC 4004 Implementation of Practice Change
 - Implement the educational components of a practice change to improve healthcare outcomes
- XC 4005 Evaluation of Practice Change
 - Evaluate a practice change to improve healthcare outcomes.

Elective Courses and Prior Nursing Credit (90 credits)

Students with less than 90 transfer credits can choose elective courses from the recommended list below or from any of Walden's bachelor degree programs.

Note: A minimum of 10 quarter credits of electives must be completed at the 3000 or 4000 level in order to meet program requirements.

NURS 3030 - Advocating for Diversity Equity and Inclusion in Healthcare (5 credits)

HLTH 4000 - Introduction to Healthcare Management* (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 3105 - Interprofessional Teamwork in Healthcare* (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.

HLTH 3100 - Ethical and Legal Issues in Healthcare* (5 credits)

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

Note on Field Experience and Relocating

Students who are considering relocating are advised to contact their student success advisor or Tempo coach prior to any decision to relocate in order to determine how relocation may impact progress in their program. They 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 or Tempo coach 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



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). **Note on Certification**

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 (AACN), 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, AdultGerontology 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-Entry Track: 53 to 63 quarter credits; RN-Entry 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-Entry Track:** This track is for students with a Bachelor of Science in Nursing (BSN) degree.
2. **RN-Entry 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-Entry Track: BSN graduates enter the MSN program at the core course level.

RN-Entry 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-Entry and RN-Entry 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).

Field Experience Preparation

Walden is committed to providing students with resources and support in preparation of field experience(s). To help ease anxiety in the field experience process, Walden offers a 0-credit Field Experience Preparation course, a structured experience that guides students through the application process and currently available readiness resources. The course is designed to complement other prerequisite courses needed in preparation for field experience(s). The goal is that students submit their field experience application by the end of the course. Of course, there may be reasons why a field experience needs to be postponed, or the readiness course may not be needed if a field experience opportunity has already been secured. In this instance, students may opt-out of the course. By opting out of the Field Experience Preparation course without having submitted a complete field experience application you are notifying Walden that you have chosen to delay the beginning of your field experience indefinitely, it is your responsibility to notify Walden when you plan to begin the field experience component of your program. In some instances, opting out of the Field Experience Preparation course indicates the foundational components of the field experience process have been satisfied and submission of the field experience application is pending. While the course is not yet available

for Tempo students, the same readiness resources are available to Tempo students seeking field experience.

Course-Based Foundational and Core Curricula

RN-Entry Track Only: Foundation Courses (26 credits)

NURS 3022 - Professional Nurses as Change Agents (6 credits)

FECN 4301 – Field Experience Preparation (0 credit)

NURS 4152 - Nursing Research & Evidence-Based Practice (5 credits)

NURS 4213 - Population Health Nursing (5 credit)

NURS 4107 - Patient Safety and Quality Improvement (5 credit)

NURS 4301 - BSN Capstone (5 credits)

BSN-Entry and RN-Entry 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 FECN XXXX - Field Experience Preparation Course (0 credit)

Students will be enrolled in a 0-credit Field Experience Preparation course after NURS 6002 or NURS 6003. The course number and the number of times the course is needed varies per specialization.

NURS 6050 - Policy and Advocacy for Improving Population Health (5 credits)

* Students in the Public Health Nursing specialization will complete PUBH 6127 instead of NURS 6050.

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)

General Education Courses Available

Courses are available at Walden for those RN-Entry 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-Entry Track of the MSN program.

Note: Students must earn a "C" or better in each course and maintain a GPA of 3.0

General Education Courses

Communication (2 courses)

ENGL 1010 - Writing With Confidence and Purpose* (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.

HMNT 1050 - Humanities Through the Arts* (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.

OR

PSYC 3002 - Introduction to Basic Statistics* (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
Quarter 1	NURS 6003 - Perspectives on Graduate Study for Advanced Nursing Practice	3 credits
	NURS 6050 - Policy and Advocacy for Improving Population Health	5 credits
Quarter 2	FECN 6566 - Field Experience Preparation	0 credits
	FECN 6540 - Field Experience Preparation	0 credits
	FECN 6550 - Field Experience Preparation	0 credits
	FECN 6560 - Field Experience Preparation	0 credits
	NURS 6051 - Transforming Nursing and Healthcare Through Technology	5 credits
Quarter 3	NURS 6052 - Essentials of Evidence-Based Practice	5 credits
	NURS 6053 - Interprofessional Organizational and Systems Leadership	5 credits
	NURS 6501 - Advanced Pathophysiology	5 credits
Quarter 4	NURS 6521 - Advanced Pharmacology	5 credits
	NURS 6512 - Advanced Health Assessment and Diagnostic Reasoning	5 credits
Quarter 5	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
Quarter 6	NRNP 6540 - Advanced Practice Care of Older Adults	3 credits
	PRAC 6540 - Advanced Practice Care of Older Adults Practicum	2 credits
Quarter 7	NRNP 6550 - Advanced Practice Care of Adults in Acute Care Settings II	3 cr
Quarter	Course	Credits
Quarter 8	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

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
Quarter 1	NURS 6003 - Perspectives on Graduate Study for Advanced Nursing Practice	3 credits
	NURS 6501 - Advanced Pathophysiology	5 credits
Quarter 2	FECN 6566 - Field Experience Preparation	0 credits
	FECN 6540 - Field Experience Preparation	0 credits
	FECN 6550 - Field Experience Preparation	0 credits
	FECN 6560 - Field Experience Preparation	0 credits
	NURS 6051 - Transforming Nursing and Healthcare Through Technology	5 credits
Quarter 3	NURS 6521 - Advanced Pharmacology	5 credits
	NURS 6052 - Essentials of Evidence-Based Practice	5 credits
Quarter 4	NURS 6512 - Advanced Health Assessment and Diagnostic Reasoning	5 credits
	NURS 6050 - Policy and Advocacy for Improving Population Health	5 credits
	NRNP 6566 - Advanced Care of Adults in Acute Settings I	3 credits
Quarter 5	PRAC 6566 - Advanced Care of Adults in Acute Settings I Practicum	2 credits
	NURS 6053 - Interprofessional Organizational and Systems Leadership	5 credits
	NRNP 6540 - Advanced Practice Care of Older Adults	3 credits
Quarter 6	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
Quarter 7	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 evidencebased 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 everchanging 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)

PRAC 6531 - Primary Care of Adults Across the Lifespan 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 6552 - Advanced Nurse Practice in Reproductive Health Care (3 credits)

PRAC 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)

PRAC 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
Quarter 1	NURS 6003 - Perspectives on Graduate Study for Advanced Nursing Practice	3 credits
	NURS 6050 - Policy and Advocacy for Improving Population Health	5 credits
Quarter 2	FECN 6531 - Field Experience Preparation	0 credits
Quarter	Course	Credits

	FECN 6540 - Field Experience Preparation	0 credits
	FECN 6552 - Field Experience Preparation	0 credits
	FECN 6565 - Field Experience Preparation	0 credits
	NURS 6051 - Transforming Nursing and Healthcare Through Technology	5 credits
	NURS 6052 - Essentials of Evidence-Based Practice	5 credits
Quarter 3	NURS 6053 - Interprofessional Organizational and Systems Leadership	5 credits
	NURS 6501 - Advanced Pathophysiology	5 credits
Quarter 4	NURS 6521 - Advanced Pharmacology	5 credits
	NURS 6512 - Advanced Health Assessment and Diagnostic Reasoning	5 credits
Quarter 5	NRNP 6531 - Primary Care of Adults Across the Lifespan	3 credits
	PRAC 6531 - Primary Care of Adults Across the Lifespan Practicum	2 credits
Quarter 6	NRNP 6540 - Advanced Practice Care of Older Adults	3 credits
	PRAC 6540 - Advanced Practice Care of Older Adults Practicum	2 credits
Quarter 7	NRNP 6552 - Advanced Nurse Practice in Reproductive Health Care	3 credits
	PRAC 6552 - Advanced Nurse Practice in Reproductive Health Care Practicum	2 credits
Quarter 8	NRNP 6565 - Synthesis in Advanced Nursing Practice Care of Patients in Primary Care Settings	3 credits
	PRAC 6565 - Synthesis in Advanced Nursing Practice of Patients in Primary Care Settings Practicum	2 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
Quarter 1	NURS 6003 - Perspectives on Graduate Study for Advanced Nursing Practice	3 credits
	NURS 6501 - Advanced Pathophysiology	5 credits
Quarter 2	FECN 6531 - Field Experience Preparation	0 credits
	FECN 6540 - Field Experience Preparation	0 credits
	FECN 6552 - Field Experience Preparation	0 credits
	FECN 6565 - Field Experience Preparation	0 credits
	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
Quarter 4	NRNP 6531 - Primary Care of Adults Across the Lifespan	3 credits
	PRAC 6531 - Primary Care of Adults Across the Lifespan Practicum	2 credits
Quarter 5	NURS 6050 - Policy and Advocacy for Improving Population Health	5 credits
	NRNP 6540 - Advanced Practice Care of Older Adults	3 credits
	PRAC 6540 - Advanced Practice Care of Older Adults Practicum	2 credits
Quarter 6	NURS 6053 - Interprofessional Organizational and Systems Leadership	5 credits
	NRNP 6552 - Advanced Nurse Practice in Reproductive Health Care	3 credits
	PRAC 6552 - Advanced Nurse Practice in Reproductive Health Care Practicum	2 credits

Quarter 7	NRNP 6565 - Synthesis in Advanced Nursing Practice Care of Patients in Primary Care Settings	3 credits
	PRAC 6565 - Synthesis in Advanced Nursing Practice of Patients in Primary 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:** 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.

Quarter	Course	Credits
Quarter 1	NURS 6003 - Perspectives on Graduate Study for Advanced Nursing Practice	3 credits
	NURS 6050 - Policy and Advocacy for Improving Population Health	5 credits
Quarter 2	FECN 6531 - Field Experience Preparation	0 credits
	FECN 6541 - Field Experience Preparation	0 credits
	FECN 6552 - Field Experience Preparation	0 credits
	FECN 6568 - Field Experience Preparation	0 credits
	NURS 6051 - Transforming Nursing and Healthcare Through Technology	5 credits
Quarter 3	NURS 6052 - Essentials of Evidence-Based Practice	5 credits
	NURS 6053 - Interprofessional Organizational and Systems Leadership	5 credits
Quarter 4	NURS 6501 - Advanced Pathophysiology	5 credits
	NURS 6521 - Advanced Pharmacology	5 credits
Quarter 5	NURS 6512 - Advanced Health Assessment and Diagnostic Reasoning	5 credits
	NRNP 6531 - Primary Care of Adults Across the Lifespan	3 credits
Quarter 6	PRAC 6531 - Primary Care of Adults Across the Lifespan Practicum	2 credits
	NRNP 6541 - Primary Care of Adolescents and Children	3 credits
Quarter 7	PRAC 6541 - Primary Care of Adolescents and Children Practicum	2 credits
	NRNP 6552 - Advanced Nurse Practice in Reproductive Health Care	3 credits
Quarter 8	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

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
Quarter 1	NURS 6003 - Perspectives on Graduate Study for Advanced Nursing Practice	3 credits
	NURS 6501 - Advanced Pathophysiology	5 credits
Quarter 2	FECN 6531 - Field Experience Preparation	0 credits
	FECN 6541 - Field Experience Preparation	0 credits
	FECN 6552 - Field Experience Preparation	0 credits
	FECN 6568 - Field Experience Preparation	0 credits
	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
Quarter 4	NRNP 6531 - Primary Care of Adults Across the Lifespan	3 credits
	PRAC 6531 - Primary Care of Adults Across the Lifespan Practicum	2 credits
Quarter 5	NURS 6050 - Policy and Advocacy for Improving Population Health	5 credits
Quarter	Course	Credits
	NRNP 6541 - Primary Care of Adolescents and Children	3 credits
	PRAC 6541 - Primary Care of Adolescents and Children Practicum	2 credits
Quarter 6	NURS 6053 - Interprofessional Organizational and Systems Leadership	5 credits
	NRNP 6552 - Advanced Nurse Practice in Reproductive Health Care	3 credits
	PRAC 6552 - Advanced Nurse Practice in Reproductive Health Care Practicum	2 credits
Quarter 7	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)

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)

PRAC 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 1	NURS 6003 - Perspectives on Graduate Study for Advanced Nursing Practice	3 credits
	NURS 6050 - Policy and Advocacy for Improving Population Health	5 credits
Quarter 2	FECN 6810 - Field Experience Preparation	0 credits
	FECN 6820 - Field Experience Preparation	0 credits
	FECN 6830 - Field Experience Preparation	0 credits

	FECN 6840 - Field Experience Preparation	0 credits
	NURS 6051 - Transforming Nursing and Healthcare Through Technology	5 credits
	NURS 6052 - Essentials of Evidence-Based Practice	5 credits
Quarter 3	NURS 6053 - Interprofessional Organizational and Systems Leadership	5 credits
	NURS 6501 - Advanced Pathophysiology	5 credits
Quarter 4	NURS 6521 - Advanced Pharmacology	5 credits
	NURS 6512 - Advanced Health Assessment and Diagnostic Reasoning	5 credits
Quarter 5	NURS 6800 - Advanced Pediatric Development and Behavior	5 credits
Quarter 6	NRNP 6810 - Primary Care Approaches for Children	3 credits
	PRAC 6810 - Advanced Pediatric Nursing Practicum I: Primary Care	2 credits
Quarter 7	NRNP 6820 - Management of Complex Pediatric Conditions	3 credits
	PRAC 6820 - Advanced Pediatric Nursing Practicum II: Complex Care	2 credits
Quarter 8	NRNP 6830 - Management of Specialized Populations	3 credits
	PRAC 6830 - Advanced Pediatric Nursing Practicum III: Specialty Care	2 credits
Quarter 9	NRNP 6840 - Synthesis of Pediatric Primary Care	3 credits
	PRAC 6840 - Advanced Pediatric Nursing Practicum IV: Synthesis Care	2 credits

MSN – PNP Course Sequence Example 2

Another 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 1	NURS 6003 - Perspectives on Graduate Study for Advanced Nursing Practice	3 credits
	NURS 6501 - Advanced Pathophysiology	5 credits
Quarter 2	FECN 6810 - Field Experience Preparation	0 credits
	FECN 6820 - Field Experience Preparation	0 credits
	FECN 6830 - Field Experience Preparation	0 credits
	FECN 6840 - Field Experience Preparation	0 credits
	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
Quarter 4	NURS 6050 - Policy and Advocacy for Improving Population Health	5 credits
	NURS 6800 - Advanced Pediatric Development and Behavior	5 credits
Quarter 5	NRNP 6810 - Primary Care Approaches for Children	3 credits
Quarter	Course	Credits
	PRAC 6810 - Advanced Pediatric Nursing Practicum I: Primary Care	2 credits
Quarter 6	NRNP 6820 - Management of Complex Pediatric Conditions	3 credits
	PRAC 6820 - Advanced Pediatric Nursing Practicum II: Complex Care	2 credits
Quarter 7	NURS 6053 - Interprofessional Organizational and Systems Leadership	5 credits
	NRNP 6830 - Management of Specialized Populations	3 credits
	PRAC 6830 - Advanced Pediatric Nursing Practicum III: Specialty Care	2 credits
Quarter 8	NRNP 6840 - Synthesis of Pediatric Primary Care	3 credits
	PRAC 6840 - Advanced Pediatric Nursing Practicum IV: Synthesis Care	2 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)

PRAC 6635 - Psychopathology and Diagnostic Reasoning Practicum (2 credits)

NRNP 6645 - Psychotherapy With Multiple Modalities (3 credits)

PRAC 6645 - Psychotherapy With Multiple Modalities Practicum (2 credits)

NRNP 6665 - Psychiatric Mental Health Nurse Practitioner Care Across the Lifespan I (3 credits)

PRAC 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)

PRAC 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
Quarter 1	NURS 6003 - Perspectives on Graduate Study for Advanced Nursing Practice	3 credits
	NURS 6050 - Policy and Advocacy for Improving Population Health	5 credits
Quarter 2	FECN 6635 - Field Experience Preparation	0 credits
	FECN 6645 - Field Experience Preparation	0 credits
	FECN 6665 - Field Experience Preparation	0 credits
	FECN 6675 - Field Experience Preparation	0 credits
	NURS 6051 - Transforming Nursing and Healthcare Through Technology	5 credits
	NURS 6052 - Essentials of Evidence-Based Practice	5 credits
Quarter 3	NURS 6053 - Interprofessional Organizational and Systems Leadership	5 credits
	NURS 6501 - Advanced Pathophysiology	5 credits
Quarter 4	NURS 6521 - Advanced Pharmacology	5 credits
	NURS 6512 - Advanced Health Assessment and Diagnostic Reasoning	5 credits
Quarter 5	NURS 6630 - Psychopharmacologic Approaches to Treatment of Psychopathology	5 credits
Quarter 6	NRNP 6635 - Psychopathology and Diagnostic Reasoning	3 credits
	PRAC 6635 - Psychopathology and Diagnostic Reasoning Practicum	2 credits
Quarter 7	NRNP 6645 - Psychotherapy With Multiple Modalities	3 credits
	PRAC 6645 - Psychotherapy With Multiple Modalities Practicum	2 credits
Quarter 8	NRNP 6665 - Psychiatric Mental Health Nurse Practitioner Care Across the Lifespan I	3 credits
	PRAC 6665 - Psychiatric Mental Health Nurse Practitioner Care Across the Lifespan I Practicum	2 credits
Quarter 9	NRNP 6675 - Psychiatric Mental Health Nurse Practitioner Care Across the Lifespan II	3 credits
	PRAC 6675 - Psychiatric Mental Health Nurse Practitioner Care Across the Lifespan II Practicum	2 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
Quarter 1	NURS 6003 - Perspectives on Graduate Study for Advanced Nursing Practice	3 credits
	NURS 6501 - Advanced Pathophysiology	5 credits
Quarter 2	FECN 6635 - Field Experience Preparation	0 credits
	FECN 6645 - Field Experience Preparation	0 credits
	FECN 6665 - Field Experience Preparation	0 credits
	FECN 6675 - Field Experience Preparation	0 credits
	NURS 6051 - Transforming Nursing and Healthcare Through Technology	5 credits
Quarter 3	NURS 6521 - Advanced Pharmacology	5 credits
	NURS 6052 - Essentials of Evidence-Based Practice	5 credits
Quarter 4	NURS 6512 - Advanced Health Assessment and Diagnostic Reasoning	5 credits
	NURS 6050 - Policy and Advocacy for Improving Population Health	5 credits
Quarter 5	NURS 6630 - Psychopharmacologic Approaches to Treatment of Psychopathology	5 credits
	NRNP 6635 - Psychopathology and Diagnostic Reasoning	3 credits
Quarter 6	PRAC 6635 - Psychopathology and Diagnostic Reasoning Practicum	2 credits
	NRNP 6645 - Psychotherapy With Multiple Modalities	3 credits
Quarter 7	PRAC 6645 - Psychotherapy With Multiple Modalities Practicum	2 credits
	NURS 6053 - Interprofessional Organizational and Systems Leadership	5 credits
Quarter 8	NRNP 6665 - Psychiatric Mental Health Nurse Practitioner Care Across the Lifespan I	3 credits
	PRAC 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
	PRAC 6675 - Psychiatric Mental Health Nurse Practitioner Care Across the Lifespan II Practicum	2 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)

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

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)

BSN-Entry Track

BSN-Entry Track students may undertake courses in the following sequence.

Term	Course	Credits
Quarter 1	NURS 6003 - Perspectives on Graduate Study for Advanced Nursing Practice	3 credits
	NURS 6050 - Policy and Advocacy for Improving Population Health	5 credits
Quarter 2	FECN 6600 - Field Experience Preparation	0 credits
	NURS 6051 - Transforming Nursing and Healthcare Through Technology	5 credits
	NURS 6052 - Essentials of Evidence-Based Practice	5 credits
Quarter 3+	NURS 6053 - Interprofessional Organizational and Systems Leadership Specialization courses	5 credits 30–40 credits

RN-Entry Track

RN-Entry Track students undertake courses in the following sequence.

Term	Course	Credits
Quarter 1	NURS 3022 - Professional Nurses as Change Agents (6-week course)	6 credits
	NURS 4152 - Nursing Research & Evidence Based Practice (6-week course)	5 credits
Quarter 2	FECN 4301 - Field Experience Preparation	0 credits
	NURS 4213 - Population Health Nursing (6-week course)	5 credits
	NURS 4107 - Patient Safety and Quality Improvement (6-week course)	5 credits

Quarter 3	NURS 4301 – BSN Capstone (6-week course)	5 credits
	NURS 6003 - Perspectives on Graduate Study for Advanced Nursing Practice (11-week course)	3 credits
	NURS 6050 - Policy and Advocacy for Improving Population Health (11week course)	5 credits
Quarter 4	FECN 6600 - Field Experience Preparation	0 credits
	NURS 6051 - Transforming Nursing and Healthcare Through Technology (11-week course)	5 credits
	NURS 6052 - Essentials of Evidence-Based Practice (11-week course)	5 credits
Quarter 5	NURS 6053 - Interprofessional Organizational and Systems Leadership (11-week course)	5 credits
	Specialization course	5 credits
Quarter 6+	Specialization courses	25–35 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)

BSN-Entry Track

BSN-Entry Track students may undertake courses in the following sequence.

Term	Course	Credits
Quarter 1	NURS 6003 - Perspectives on Graduate Study for Advanced Nursing Practice	3 credits
	NURS 6050 - Policy and Advocacy for Improving Population Health	5 credits
Quarter 2	FECN 6341 - Field Experience Preparation	0 credits
	FECN 6351 - Field Experience Preparation	0 credits
	NURS 6051 - Transforming Nursing and Healthcare Through Technology	5 credits

Quarter 3+	NURS 6052 - Essentials of Evidence-Based Practice	5 credits
	NURS 6053 - Interprofessional Organizational and Systems Leadership	5 credits
	Specialization courses	30–40 credits

RN-Entry Track

RN-Entry Track students undertake courses in the following sequence.

Term	Course	Credits
Quarter 1	NURS 3022 - Professional Nurses as Change Agents (6-week course)	6 credits
	NURS 4152 - Nursing Research & Evidence Based Practice (6-week course)	5 credits
Quarter 2	FECN 4301 - Field Experience Preparation	0 credits
	NURS 4213 - Population Health Nursing (6-week course)	5 credits
	NURS 4107 - Patient Safety and Quality Improvement (6-week course)	5 credits
Quarter 3	NURS 4301 – BSN Capstone (6-week course)	5 credits
	NURS 6003 - Perspectives on Graduate Study for Advanced Nursing Practice (11-week course)	3 credits
	NURS 6050 - Policy and Advocacy for Improving Population Health (11week course)	5 credits
Quarter 4	FECN 6341 - Field Experience Preparation	0 credits
	FECN 6351 - Field Experience Preparation	0 credits
	NURS 6051 - Transforming Nursing and Healthcare Through Technology (11-week course)	5 credits
Term	Course	Credits
Quarter 5	NURS 6052 - Essentials of Evidence-Based Practice (11-week course)	5 credits
	NURS 6053 - Interprofessional Organizational and Systems Leadership (11-week course)	5 credits
	Specialization course	5 credits
Quarter 6+	Specialization courses	25–35 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)

BSN-Entry Track

BSN-Entry Track students may undertake courses in the following sequence.

Term	Course	Credits
Quarter 1	NURS 6003 - Perspectives on Graduate Study for Advanced Nursing Practice	3 credits
	NURS 6050 - Policy and Advocacy for Improving Population Health	5 credits
Quarter 2	FECN 6461 - Field Experience Preparation	0 credits
	NURS 6051 - Transforming Nursing and Healthcare Through Technology	5 credits
	NURS 6052 - Essentials of Evidence-Based Practice	5 credits
Quarter 3+	NURS 6053 - Interprofessional Organizational and Systems Leadership	5 credits
	Specialization courses	30–40 credits

RN-Entry Track

RN-Entry Track students undertake courses in the following sequence.

Term	Course	Credits
Quarter 1	NURS 3022 - Professional Nurses as Change Agents (6-week course)	6 credits
	NURS 4152 - Nursing Research & Evidence Based Practice (6-week course)	5 credits
Quarter 2	FECN 4301 - Field Experience Preparation	0 credits
	NURS 4213 - Population Health Nursing (6-week course)	5 credits
	NURS 4107 - Patient Safety and Quality Improvement (6-week course)	5 credits
Quarter 3	NURS 4301 – BSN Capstone (6-week course)	5 credits
	NURS 6003 - Perspectives on Graduate Study for Advanced Nursing Practice (11-week course)	3 credits
Term	Course	Credits
Quarter 4	NURS 6050 - Policy and Advocacy for Improving Population Health (11week course)	5 credits
	FECN 6461 - Field Experience Preparation	0 credits
	NURS 6051 - Transforming Nursing and Healthcare Through Technology (11-week course)	5 credits
	NURS 6052 - Essentials of Evidence-Based Practice (11-week course)	5 credits
Quarter 5	NURS 6053 - Interprofessional Organizational and Systems Leadership (11-week course)	5 credits
	Specialization course	5 credits
Quarter 6+	Specialization courses	25–35 credits

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)

BSN-Entry Track

BSN-Entry Track students may undertake courses in the following sequence.

Term	Course	Credits
Quarter 1	NURS 6003 - Perspectives on Graduate Study for Advanced Nursing Practice	3 credits
	NURS 6050 - Policy and Advocacy for Improving Population Health	5 credits
Quarter 2	FECN 6720 - Field Experience Preparation	0 credits
	FECN 6730 - Field Experience Preparation	0 credits
	NURS 6051 - Transforming Nursing and Healthcare Through Technology	5 credits
	NURS 6052 - Essentials of Evidence-Based Practice	5 credits
Quarter 3+	NURS 6053 - Interprofessional Organizational and Systems Leadership	5 credits
	Specialization courses	30–40 credits

RN-Entry Track

RN-Entry Track students undertake courses in the following sequence.

Term	Course	Credits
Quarter 1	NURS 3022 - Professional Nurses as Change Agents (6-week course)	6 credits
	NURS 4152 - Nursing Research & Evidence Based Practice (6-week course)	5 credits
Quarter 2	FECN 4301 - Field Experience Preparation	0 credits
	NURS 4213 - Population Health Nursing (6-week course)	5 credits
	NURS 4107 - Patient Safety and Quality Improvement (6-week course)	5 credits
Quarter 3	NURS 4301 – BSN Capstone (6-week course)	5 credits
	NURS 6003 - Perspectives on Graduate Study for Advanced Nursing Practice (11-week course)	3 credits
	NURS 6050 - Policy and Advocacy for Improving Population Health (11week course)	5 credits
Quarter 4	FECN 6720 - Field Experience Preparation	0 credits
	FECN 6730 - Field Experience Preparation	0 credits

	NURS 6051 - Transforming Nursing and Healthcare Through Technology (11-week course)	5 credits
	NURS 6052 - Essentials of Evidence-Based Practice (11-week course)	5 credits
Quarter 5	NURS 6053 - Interprofessional Organizational and Systems Leadership (11-week course)	5 credits
	Specialization course	5 credits
Quarter 6+	Specialization courses	25–35 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. Courses in the Walden Tempo Learning® program are 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 competencybased modality.

Degree Requirements

- BSN-Entry Track: 53 quarter credits
 - Core Courses (23 credits)
 - Specialization Courses (30 credits)
- RN-Entry Track: 78 quarter credits
 - Foundation Courses (25 credits)
 - Core Courses (23 credits)
 - Specialization Courses (30 credits)

Curriculum

The MSN (Competency Based) program has two admission tracks for registered nurses:

- BSN-Entry 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-Entry 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.

MSN. Foundational and Core Curricula

BSN-Entry Track Only: Core Courses (23 credits)

NURS 6003TL - Perspectives on Graduate Study for Advanced Nursing Practice [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)

IO001 Healthcare Environment

Analyze the impact of national healthcare trends on organizational leadership practice.

- IO002 Professionalism

Assess organizational policies and the promotion of ethical practice in addressing healthcare issues/stressors.

- IO003 Leadership

Create a leadership philosophy to promote transformational leadership in nursing practice. • IO004 Promoting Organizational Health

Recommend evidence-based strategies to create healthy work environments and promote positive organizational health.

- IO005 Organizational Change

Create comprehensive plans for meaningful organizational change.

BSN-Entry 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.

RN-Entry Track Only: Foundation Courses (25 credits)

NURS 3022 - Professional Nurses as Change Agents (5 credits)

(Note: NURS 3022 is worth 5 credits, not 6, in the competency-based program.)

- XA3001 A vision for Social Change in Professional Practice & Advancing Nurses' Health and Wellness

Analyze strategies that promote the nurses' role as an agent of change in implementing social change for professional practice and community decision making.

- XA3002 Professional Communication

Apply professional communication strategies in various settings and modalities.

- XA3003 Prioritizing Social Determinants of Health

Assess how social determinants of health influences disparities in patient populations and efforts aimed at providing quality patient care.

- XA3004 Health Equity Advocacy and Political Engagement

Analyze the impact of civic engagement and interprofessional communication in the workforce.

- XA3005 Collaboration as Ethical Influencers and Scholars Collaborate for influence and social change.

NURS 4152 - Nursing Research & Evidence-Based Practice (5 credits)

XR4001 Research, Evidence-Based Practice and Theoretical Frameworks

Explain the relationship between research, theoretical frameworks, and evidence-based practice.

- XR4002 Clinical Questioning and Ethical Implications
Apply the PICO model to nursing research topics that adhere to ethical and legal standards for nursing practice.
- XR4003 Quantitative Research
Evaluate quantitative research methods and their impact on nursing practice
- XR4004 Qualitative Research
Evaluate qualitative research methods and their impact on nursing practice
- XR4005 Application of Research to EBP
Apply research to the development of evidence-based practices in nursing.

NURS 4213 - Population Health Nursing (5 credit)

- XP4001 Managing Population Health
Analyze concepts of population based public health nursing relative to the role of the nurse.
- XP4002 Socioeconomic Impact of Health Care Delivery
Formulate leadership and advocacy strategies to reduce health disparities, advance ethical nursing, and promote health equity in policies.
- XP4003 Disaster Preparedness and Public Health Care Delivery
Propose leadership strategies to advance preparedness to protect population health during disasters and public health emergencies.
- XP4004 Advocacy Strategies of Population Health
Advocate for improvement in population health with use of evidence-based practice, cultural competence, and strong community assessment and analysis
- XP4005 Population Health Evidence-Based Plan
Apply theory to articulate a need for a change, engage stakeholders, implement messaging strategies, and evaluate effectiveness of advocacy actions.

NURS 4107 - Patient Safety and Quality Improvement (5 credit)

- XQ4001 Safety & Quality Fundamentals
Analyze the leadership role of the nurse in preventing and managing health problems across the lifespan in healthcare practice settings.

- XQ4002 Culture of Healthcare Safety
Develop a patient education fact sheet for a genetic-based healthcare issue.
- XQ4003 Data and Evaluation Performance
Analyze the process of creating a staffing plan that meets both patient care needs and budget constraints.
- XQ4004 Quality Tools and Quality Processes
Create a data-driven nursing intervention based on quality indicators.
- XQ4005 Quality Improvement Plan
Apply a change theory to a quality care problem in a healthcare setting.

NURS 4301 - BSN Capstone (5 credits)

- XC4001 Interprofessional Communication for Practice Change
Apply interprofessional communication to a practice change that promotes positive health outcomes.
- XC4002 Data Analysis and Evidence to Plan Practice Change
Evaluate data and evidence-based research to plan practice change
- XC4003 Leadership Strategies for Practice Change
Apply leadership strategies in the collaboration process to develop a practice change to improve health outcomes
- XC4004 Implementation of Practice Change
Implement the educational components of a practice change to improve healthcare outcome.
- XC4005 Evaluation of Practice Change
Evaluate a practice change to improve healthcare outcomes

RN-Entry Track Only: Core Courses (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)

- IO001 Healthcare Environment
Analyze the impact of national healthcare trends on organizational leadership practice.
- IO002 Professionalism
Assess organizational policies and the promotion of ethical practice in addressing healthcare issues/stressors.
- IO003 Leadership
Create a leadership philosophy to promote transformational leadership in nursing practice.
- IO004 Promoting Organizational Health
Recommend evidence-based strategies to create healthy work environments and promote positive organizational health.
- IO005 Organizational Change

Create comprehensive plans for meaningful organizational change.

RN-Entry Track Only: Specialization Courses (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.

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 résumés, 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 decisionmaking 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 or Tempo coach prior to any decision to relocate in order to determine how relocation may impact progress in their program. They 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 or Tempo coach 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 certificate program, and Doctor of Nursing Practice (DNP) program at Walden University are accredited by the Commission on Collegiate Nursing Education (www.ccneaccreditation.org).

Note on Licensure

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.

- Doctoral Writing Assessment (0 credits)
- Foundation course (5 credits)
- Core courses (25 credits)
- Field Experience Preparation Courses (0 credit)
- Field experience (up to 8 credits, for students with fewer than 600 documented practicum hours)
- DNP Project and Practicum Courses (15 credits)

Note: Completion of the DNP program requires a minimum of 1,000 post-Baccalaureate 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.
- **For the DNP Executive Leadership specialization only, students with a Bachelor of Science in Nursing (BSN) can be considered for admission if they have a Master's degree in business (MBA) or a health-related field (MHA, MPH, MMHC, etc.)**

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 (25 credits)

NURS 8114 - Theoretical and Scientific Foundations of Nursing (5 credits)

NURS 8100 - Healthcare Policy and Analysis* (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 8211 Data Collection and Analysis for Evidence-Based Practice (5 credits)

NURS 8210 - Transforming Nursing and Healthcare Through Technology* (5 credits)

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

Field Experience Preparation Courses (0 credit)

Students will take a field experience preparation course to prepare for each practicum in the program.

Field Experience (up to 8 credits)

Students with fewer than 600 documented practicum hours will take up to 8 credits of NURS 8601

DNP Field Experience (see Determining Clinical Hours for Admissions section)

NURS 8601 - DNP Field Experience (1 credit = 80 practicum hours)

DNP Project and Practicum Courses (15 credits)

NURS 8312 - Leading Quality Improvement (5 credits)

NURS 8512 - DNP Project and Practicum I (5 credits)

NURS 8513 - DNP Project and Practicum II (5 credits)

Note: DNP Executive Leadership students take NURS 8514 and NURS 8515 instead of NURS 8512 and NURS 8513, respectively. Please see the Executive Leadership specialization below for more information.

Specializations

Traditional

Minimum Degree Requirements

45 quarter credits

- Foundation course (5 credits)
- Core courses (25 credits)
- Field Experience Preparation Courses (0 credits)
- Field experience (up to 8 credits, for students with fewer than 600 documented clinical hours)
- DNP Project and Practicum Courses (15 credits)
- Doctoral Writing Assessment (0 credits)

Note: Completion of the DNP program requires a minimum of 1,000 post-Baccalaureate 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.

NURS 8601 - DNP Field Experience (1 credit= 80 practicum hours)

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 Practice	5 credits
	NURS 8114 - Theoretical and Scientific Foundations of Nursing	5 credits
Quarter 2	FECN 8601 - Field Experience Preparation	0 credits
	FECN 8312 - Field Experience Preparation	0 credits
	NURS 8601 - DNP Field Experience (1 quarter credit hour = 80 preceptor supervised practicum hours)	0–8 credits
	NURS 8100 - Healthcare Policy and Analysis	5 credits
Quarter 3	FECN 8512 - Field Experience Preparation	0 credits
	FECN 8513 - Field Experience Preparation	0 credits
	NURS 8310 - Epidemiology and Population Health	5 credits
	NURS 8211- Data Collection and Analysis for Evidence Based Practice	5 credits
Quarter 4	NURS 8210 - Transforming Nursing and Healthcare Through Technology	5 credits
	NURS 8312 - Leading Quality Improvement Practice Initiatives (4 didactic, 1 practicum = 80 hrs.)	5 credits
Quarter 5	NURS 8512 - DNP Project and Practicum I (3 didactic, 2 cl. cr.) 160 cl hrs.	5 credits
Quarter 6	NURS 8513 - DNP Project and Practicum II (3 didactic, 2 cl. cr.) 160 cl hrs.	5 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 (25 credits)
- Field Experience Preparation Courses (0 credits)
- Field experience (up to 8 credits, for students with fewer than 600 documented practicum hours)
- DNP Project and Practicum Courses (15 credits)

Note: Completion of the DNP program requires a minimum of 1,000 post-baccalaureate 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-leading program and will not prepare students as nurse practitioners.

DNP Project and Practicum Courses (15 credits)

- NURS 8312 - Leading Quality Improvement (5 credits)
- NURS 8514 - Executive Leadership DNP Project and Practicum I (5 credits)
- NURS 8515 - Executive Leadership DNP Project and Practicum II (5 credits)

Field Experience (up to 8 credits)

Students with fewer than 600 documented practicum hours take up to 8 credits of NURS 8601 - DNP Field Experience (see Determining Clinical Hours for Admissions section).
NURS 8601 - DNP Field Experience (1 credit= 80 practicum hours) 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	FECN 8601 - Field Experience Preparation	0 credits
	FECN 8312 - Field Experience Preparation	0 credits
	NURS 8601 - DNP Field Experience (1 quarter credit hour = 80 preceptor supervised practicum hours)	0–8 credits
	NURS 8100 - Healthcare Policy and Analysis	5 credits
Quarter 3	FECN 8514 - Field Experience Preparation	0 credits
	FECN 8515 - Field Experience Preparation	0 credits
	NURS 8310 - Epidemiology and Population Health	5 credits
Term	Course	Credits
	NURS 8211- Data Collection and Analysis for Evidence Based Practice	5 credits
Quarter 4	NURS 8210 - Transforming Nursing and Healthcare Through Technology	5 credits
	NURS 8312 - Leading Quality Improvement Practice Initiatives (4 didactic, 1 practicum = 80 hrs.)	5 credits
Quarter 5	NURS 8514 - Executive Leadership DNP Project and Practicum I (3 didactic, 2 cl. cr.) 160 cl hrs.	5 credits
Quarter 6	NURS 8515 - Executive Leadership DNP Project and Practicum II(3 didactic, 2 cl. cr.) 160 cl hrs.	5 credits

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 (25 credits)
- Field Experience Preparation Courses (0 credits)
- Specialization courses (35 credits, includes the required 640 practicum hours*)
- DNP Project and Practicum Courses (15 credits)

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.

Quarter	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	FECN 6566 - Field Experience Preparation	0 credits
	FECN 6540 - Field Experience Preparation	0 credits
	FECN 6550 - Field Experience Preparation	0 credits
	FECN 6560 - Field Experience Preparation	0 credits
	DNRS 6211 - Finance and Economics in Healthcare Delivery	5 credits
Quarter 3	NURS 8114 - Theoretical and Scientific Foundations of Nursing	5 credits
	NURS 8100 - Healthcare Policy and Advocacy	5 credits
	NURS 8310 - Epidemiology and Population Health	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	DRNP 6566 - Advanced Practice Care of Adults in Acute Settings I (3 credits didactic)	3 credits
	PRCM 6566 - Advanced Practice Care of Adults in Acute Settings I Practicum (2 practicum credits = 160 preceptor supervised practicum hours minimum)	2 credits
Quarter 7	NURS 8211–Data Collection and Analysis for Evidence Based Practice	5 credits
	NURS 8210 – Transforming Nursing and Healthcare through Technology	5 credits
Quarter 8	FECN 8312 - Field Experience Preparation	0 credits
	FECN 8512 - Field Experience Preparation	0 credits
	FECN 8513 - Field Experience Preparation	0 credits
	DRNP 6540 – Advanced Practice Care of Older Adults (3 credits didactic)	3 credits
	PRCM 6540 – Advanced Practice Care of Older Adults Practicum (2 practicum credits = 160 preceptor supervised practicum hours minimum)	2 credits
Quarter 9	DRNP 6550 – Advanced Practice Care of Adults in Acute Care Settings II (3 credits didactic)	3 credits
	PRCM 6550 – Advanced Practice Care of Adults in Acute Settings II Practicum (2 practicum credits = 160 preceptor supervised practicum hours minimum)	2 credits
Quarter 10	NURS 8312 -Leading Quality Improvement Practice Initiatives (4 credits didactic, 1 credit practicum = 80 course faculty supervised practicum hours)	5 credits
Quarter 11	NURS 8512 - DNP Project and Practicum I (3 credits didactic, 2 practicum credits = 160 preceptor supervised practicum hours)	5 credits
Quarter 12	NURS 8513 – DNP Project and Practicum II (3 credits didactic, 2 practicum credits = 160 preceptor supervised practicum hours)	5 credits
Quarter	Course	Credits
Quarter 13	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 III Practicum (2 practicum credits = 160 preceptor supervised practicum hours minimum)	2 credits

MSN-DNP Entry Course Sequence

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	FECN 6566 - Field Experience Preparation	0 credits
	FECN 6540 - Field Experience Preparation	0 credits
	FECN 6550 - Field Experience Preparation	0 credits
	FECN 6560 - Field Experience Preparation	0 credits
	NURS 8100 - Healthcare Policy and Advocacy	5 credits
	NURS 8310 - Epidemiology and Population Health	5 credits
Quarter 3	DNRS 6501 - Advanced Pathophysiology	5 credits
	DNRS 6521 - Advanced Pharmacology	5 credits

Quarter 4	DNRS 6512 - Advanced Health Assessment and Diagnostic Reasoning	5 credits
Quarter 5	DRNP 6566 - Advanced Practice Care of Adults in Acute Settings I (3 credits didactic)	3 credits
	PRCM 6566 - Advanced Practice Care of Adults in Acute Settings I Practicum (2 practicum credits = 160 preceptor supervised practicum hours minimum)	2 credits
Quarter 6	NURS 8211–Data Collection and Analysis for Evidence Based Practice	5 credits
	NURS 8210 – Transforming Nursing and Healthcare through Technology	5 credits
Quarter 7	FECN 8312 - Field Experience Preparation	0 credits
	FECN 8512 - Field Experience Preparation	0 credits
	FECN 8513 - Field Experience Preparation	0 credits
	DRNP 6540 - Advanced Practice Care of Older Adults (3 credits didactic)	3 credits
	PRCM 6540 - Advanced Practice Care of Older Adults Practicum (2 practicum credits = 160 preceptor supervised practicum hours minimum)	2 credits
Quarter 8	DRNP 6550 - Advanced Practice Care of Adults in Acute Care Settings II (3 credits didactic)	3 credits
	PRCM 6550 - Advanced Practice Care of Adults in Acute Settings II Practicum (2 practicum credits = 160 preceptor supervised practicum hours minimum)	2 credits
Quarter 9	NURS 8312 -Leading Quality Improvement Practice Initiatives (4 credits didactic, 1 credit practicum = 80 course faculty supervised practicum hours)	5 credits
Quarter 10	NURS 8512 -DNP Project and Practicum I (3 credits didactic, 2 practicum credits = 160 preceptor supervised practicum hours)	5 credits
Quarter 11	NURS 8513 – DNP Project and Practicum II (3 credits didactic, 2 practicum credits = 160 preceptor supervised practicum hours)	5 credits
Quarter 12	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 III Practicum (2 practicum credits = 160 preceptor supervised practicum hours minimum)	2 credits

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 everchanging 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 (25 credits)
- Field Experience Preparation Courses (0 credits)
- Specialization courses (35 credits, includes the required 640 practicum hours*)
- DNP Project and Practicum Courses (15 credits)

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)

BSN-DNP Entry

The BSN-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
	DNRS 6052 - Essentials of Evidence Based Practice	5 credits
Quarter 2	FECN 6531 - Field Experience Preparation	0 credits
	FECN 6540 - Field Experience Preparation	0 credits
	FECN 6552 - Field Experience Preparation	0 credits
	FECN 6565 - Field Experience Preparation	0 credits
	DNRS 6211 - Finance and Economics in Healthcare Delivery	5 credits
Quarter 3	NURS 8114 - Theoretical and Scientific Foundations of Nursing	5 credits
	NURS 8100 - Healthcare Policy and Advocacy	5 credits
	NURS 8310 - Epidemiology and Population Health	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	DRNP 6531 - Primary Care of Adults Across the Lifespan (3 cr. didactic)	3 credits
	PRCM 6531 - Primary Care of Adults Across the Lifespan Practicum (2 practicum credits = 160 preceptor supervised practicum hours minimum)	2 credits
Quarter 7	NURS 8211–Data Collection and Analysis for Evidence Based Practice	5 credits
	NURS 8210 – Transforming Nursing and Healthcare through Technology	5 credits
Quarter 8	FECN 8312 - Field Experience Preparation	0 credits
	FECN 8512 - Field Experience Preparation	0 credits
	FECN 8513 - Field Experience Preparation	0 credits
	DRNP 6540 – Advanced Practice Care of Older Adults (3 credits didactic)	3 credits
	PRCM 6540 – Advanced Practice Care of Older Adults Practicum (2 practicum credits = 160 preceptor supervised practicum hours minimum)	2 credits
Quarter 9	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 practicum credits = 160 preceptor supervised practicum hours minimum)	2 credits
Quarter 10	NURS 8312 -Leading Quality Improvement Practice Initiatives (4 credits didactic, 1 credit practicum = 80 course faculty supervised practicum hours)	5 credits
Quarter 11	NURS 8512 - DNP Project and Practicum I (3 credits didactic, 2 practicum credits = 160 preceptor supervised practicum hours)	5 credits
Quarter 12	NURS 8513 – DNP Project and Practicum II (3 credits didactic, 2 practicum credits = 160 preceptor supervised practicum hours)	5 credits
Quarter 13	DRNP 6565 - Synthesis in Advanced Nursing Practice Care of Patients in Primary Care Settings (3 credits didactic)	3 credits
	PRCM 6565 - Synthesis in Advanced Nursing Practice Care of Patients in Primary Care Settings Practicum (2 practicum credits = 160 preceptor supervised practicum hours minimum)	2 credits

MSN-DNP Entry Course Sequence

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	FECN 6531 - Field Experience Preparation	0 credits
	FECN 6540 - Field Experience Preparation	0 credits
	FECN 6552 - Field Experience Preparation	0 credits
	FECN 6565 - Field Experience Preparation	0 credits
	NURS 8100 - Healthcare Policy and Advocacy	5 credits
Quarter 3	NURS 8310 - Epidemiology and Population Health	5 credits
	DNRS 6501 - Advanced Pathophysiology	5 credits
	DNRS 6521 - Advanced Pharmacology	5 credits
Quarter 4	DNRS 6512 - Advanced Health Assessment and Diagnostic Reasoning	5 credits
Quarter 5	DRNP 6531 - Primary Care of Adults Across the Lifespan (3 cr. didactic)	3 credits
	PRCM 6531 - Primary Care of Adults Across the Lifespan Practicum (2 practicum credits = 160 preceptor supervised practicum hours minimum)	2 credits
Quarter 6	NURS 8211–Data Collection and Analysis for Evidence Based Practice	5 credits
	NURS 8210 – Transforming Nursing and Healthcare through Technology	5 credits
Quarter 7	FECN 8312 - Field Experience Preparation	0 credits
	FECN 8512 - Field Experience Preparation	0 credits
	FECN 8513 - Field Experience Preparation	0 credits
	DRNP 6540 - Advanced Practice Care of Older Adults (3 credits didactic)	3 credits
	PRCM 6540 - Advanced Practice Care of Older Adults Practicum (2 practicum credits = 160 preceptor supervised practicum hours minimum)	2 credits
Quarter 8	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 practicum credits = 160 preceptor supervised practicum hours minimum)	2 credits
Quarter 9	NURS 8312 -Leading Quality Improvement Practice Initiatives (4 credits didactic, 1 credit practicum = 80 course faculty supervised practicum hours)	5 credits
Quarter 10	NURS 8512 -DNP Project and Practicum I (3 credits didactic, 2 practicum credits = 160 preceptor supervised practicum hours)	5 credits
Quarter 11	NURS 8513 – DNP Project and Practicum II (3 credits didactic, 2 practicum credits = 160 preceptor supervised practicum hours)	5 credits
Quarter 12	DRNP 6565 - Synthesis in Advanced Nursing Practice Care of Patients in Primary Care Settings (3 credits didactic)	3 credits
	PRCM 6565 - Synthesis in Advanced Nursing Practice Care of Patients in Primary Care Settings Practicum (2 practicum credits = 160 preceptor supervised practicum hours minimum)	2 credits

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 (25 credits)
- Field Experience Preparation Courses (0 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*
- DNP Project and Practicum Courses (15 credits)

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)

BSN-DNP Entry Course Sequence

The BSN-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
	DNRS 6052 - Essentials of Evidence Based Practice	5 credits
Quarter 2	FECN 6531 - Field Experience Preparation	0 credits
	FECN 6541 - Field Experience Preparation	0 credits
	FECN 6552 - Field Experience Preparation	0 credits
	FECN 6568 - Field Experience Preparation	0 credits
	DNRS 6211 - Finance and Economics in Healthcare Delivery	5 credits
Quarter 3	NURS 8114 - Theoretical and Scientific Foundations of Nursing	5 credits
	NURS 8100 - Healthcare Policy and Advocacy	5 credits

	NURS 8310 - Epidemiology and Population Health	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	DRNP 6531 - Primary Care of Adults Across the Lifespan (3 cr. didactic)	3 credits
	PRCM 6531 - Primary Care of Adults Across the Lifespan Practicum (2 practicum credits = 160 preceptor supervised practicum hours minimum)	2 credits
Quarter 7	NURS 8211–Data Collection and Analysis for Evidence Based Practice	5 credits
	NURS 8210 – Transforming Nursing and Healthcare through Technology	5 credits
Quarter 8	FECN 8312 - Field Experience Preparation	0 credits
	FECN 8512 - Field Experience Preparation	0 credits
	FECN 8513 - Field Experience Preparation	0 credits
Quarter 9	DRNP 6541 - Primary Care of Adolescents and Children (3 credits didactic)	3 credits
	PRCM 6541 - Primary Care of Adolescents and Children Practicum (2 practicum hours = 160 preceptor supervised practicum hours minimum)	2 credits
	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 practicum credits = 160 preceptor supervised practicum hours minimum)	2 credits
Quarter 10	NURS 8312 -Leading Quality Improvement Practice Initiatives (4 credits didactic, 1 credit practicum = 80 course faculty supervised practicum hours)	5 credits
Quarter 11	NURS 8512 - DNP Project and Practicum I (3 credits didactic, 2 practicum credits = 160 preceptor supervised practicum hours)	5 credits
Quarter 12	NURS 8513 – DNP Project and Practicum II (3 credits didactic, 2 practicum credits = 160 preceptor supervised practicum hours)	5 credits
Quarter 13	DRNP 6568 - Synthesis in Advanced Nursing Practice of Patients in Family Care Settings (3 credits didactic)	3 credits
Quarter	Course	Credits
	PRCM 6568 - Synthesis in Advanced Nursing Practice of Patients in Family Care Settings Practicum (2 practicum hours = 160 preceptor supervised practicum hours minimum)	2 credits

MSN-DNP Entry Course Sequence

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	FECN 6531 - Field Experience Preparation	0 credits
	FECN 6541 - Field Experience Preparation	0 credits
	FECN 6552 - Field Experience Preparation	0 credits
	FECN 6568 - Field Experience Preparation	0 credits
	NURS 8100 - Healthcare Policy and Advocacy	5 credits
	NURS 8310 - Epidemiology and Population Health	5 credits

Quarter 3	DNRS 6501 - Advanced Pathophysiology	5 credits
	DNRS 6521 - Advanced Pharmacology	5 credits
Quarter 4	DNRS 6512 - Advanced Health Assessment and Diagnostic Reasoning	5 credits
Quarter 5	DRNP 6531 - Primary Care of Adults Across the Lifespan (3 cr. didactic)	3 credits
	PRCM 6531 - Primary Care of Adults Across the Lifespan Practicum (2 practicum credits = 160 preceptor supervised practicum hours minimum)	2 credits
Quarter 6	NURS 8211–Data Collection and Analysis for Evidence Based Practice	5 credits
	NURS 8210 – Transforming Nursing and Healthcare through Technology	5 credits
Quarter 7	FECN 8312 - Field Experience Preparation	0 credits
	FECN 8512 - Field Experience Preparation	0 credits
	FECN 8513 - Field Experience Preparation	0 credits
	DRNP 6541 - Primary Care of Adolescents and Children (3 credits didactic)	3 credits
	PRCM 6541 - Primary Care of Adolescents and Children Practicum (2 practicum hours = 160 preceptor supervised practicum hours minimum)	2 credits
Quarter 8	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 practicum credits = 160 preceptor supervised practicum hours minimum)	2 credits
Quarter 9	NURS 8312 -Leading Quality Improvement Practice Initiatives (4 credits didactic, 1 credit practicum = 80 course faculty supervised practicum hours)	5 credits
Quarter 10	NURS 8512 -DNP Project and Practicum I (3 credits didactic, 2 practicum credits = 160 preceptor supervised practicum hours)	5 credits
Quarter 11	NURS 8513 – DNP Project and Practicum II (3 credits didactic, 2 practicum credits = 160 preceptor supervised practicum hours)	5 credits
Quarter 12	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 practicum hours = 160 preceptor supervised practicum hours minimum)	2 credits

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
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	FECN 6531 - Field Experience Preparation	0 credits
Quarter	Course	Credits
	FECN 6541 - Field Experience Preparation	0 credits
	FECN 6553 - Field Experience Preparation	0 credits
	FECN 6568 - Field Experience Preparation	0 credits
	NURS 8100 - Healthcare Policy and Advocacy	5 credits
Quarter 3	NURS 8310 - Epidemiology and Population Health	5 credits
	DNRS 6501 - Advanced Pathophysiology	5 credits

	DNRS 6521 - Advanced Pharmacology	5 credits
Quarter 4	DNRS 6512 - Advanced Health Assessment and Diagnostic Reasoning	5 credits
Quarter 5	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 6	NURS 8211–Data Collection and Analysis for Evidence Based Practice	5 credits
	NURS 8210 – Transforming Nursing and Healthcare through Technology	5 credits
Quarter 7	FECN 8312 - Field Experience Preparation	0 credits
	FECN 8512 - Field Experience Preparation	0 credits
	FECN 8513 - Field Experience Preparation	0 credits
	DRNP 6541 - Primary Care of Adolescents and Children (3 credits didactic)	3 credits
	PRCM 6541 - Primary Care of Adolescents and Children Practicum (2 clinical credits) = 160 preceptor supervised clinical hours minimum	2 credits
Quarter 8	DRNP 6553 - Advanced Nurse Practice in Obstetric Health Care (1 credits didactic)	1 credits
	PRCM 6553 - Advanced Nurse Practice Care in Obstetric Health Care Practicum (2 clinical credits) = 160 preceptor supervised clinical hours minimum	2 credits
Quarter 9	NURS 8312 -Leading Quality Improvement Practice Initiatives (4 credits didactic, 1 credit practicum = 80 course faculty supervised practicum hours)	5 credits
Quarter 10	NURS 8512 -DNP Project and Practicum I (3 credits didactic, 2 practicum credits = 160 preceptor supervised practicum hours)	5 credits
Quarter 11	NURS 8513 – DNP Project and Practicum II (3 credits didactic, 2 practicum credits = 160 preceptor supervised practicum hours)	5 credits
Quarter 12	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 credits) = 160 preceptor supervised clinical hours minimum	2 credits

Specialization in Pediatric Nurse Practitioner Primary Care

In this DNP primary care pediatric nurse specialization, you'll learn directly from experienced NPs as you prepare to positively impact the well-being of patients from birth to age 21 in pediatric primary care settings.

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 (25 credits)
- Field Experience Preparation Courses (0 credits)
- Specialization courses (40 credits)
- DNP Project and Practicum Courses (15 credits) **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)

BSN-DNP Entry Course Sequence

The BSN-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
	DNRS 6052 - Essentials of Evidence Based Practice	5 credits
Quarter 2	FECN 6810 - Field Experience Preparation	0 credits
	FECN 6820 - Field Experience Preparation	0 credits
	FECN 6830 - Field Experience Preparation	0 credits
	FECN 6840 - Field Experience Preparation	0 credits
	DNRS 6211 - Finance and Economics in Healthcare Delivery	5 credits
Quarter 3	NURS 8114 - Theoretical and Scientific Foundations of Nursing	5 credits
	NURS 8100 - Healthcare Policy and Advocacy	5 credits

	NURS 8310 - Epidemiology and Population Health	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
	DNRS 6800 - Advanced Pediatric Development and Behavior	5 credits
Quarter 6	DRNP 6810 - Primary Care Approaches for Children (3 credits didactic)	3 credits
Quarter	Course	Credits
	PRCM 6810 - Advanced Pediatric Nursing Practicum I: Primary Care (2 practicum credits = 160 preceptor supervised practicum hours)	2 credits
Quarter 7	NURS 8211–Data Collection and Analysis for Evidence Based Practice	5 credits
	NURS 8210 – Transforming Nursing and Healthcare through Technology	5 credits
Quarter 8	FECN 8312 - Field Experience Preparation	0 credits
	FECN 8512 - Field Experience Preparation	0 credits
	FECN 8513 - Field Experience Preparation	0 credits
	DRNP 6820 - Management of Complex Pediatric Conditions (3 credits didactic)	3 credits
	PRCM 6820 - Advanced Pediatric Nursing Practicum II: Complex Care (2 practicum credits = 160 preceptor supervised practicum hours)	2 credits
Quarter 9	DRNP 6830 - Management of Specialized Populations (3 credits didactic)	3 credits
	PRCM 6830 - Advanced Pediatric Nursing Practicum III: Specialized Care (2 practicum credits = 160 preceptor supervised practicum hours)	2 credits
Quarter 10	NURS 8312 -Leading Quality Improvement Practice Initiatives (4 credits didactic, 1 credit practicum = 80 course faculty supervised practicum hours)	5 credits
Quarter 11	NURS 8512 - DNP Project and Practicum I (3 credits didactic, 2 practicum credits = 160 preceptor supervised practicum hours)	5 credits
Quarter 12	NURS 8513 – DNP Project and Practicum II (3 credits didactic, 2 practicum credits = 160 preceptor supervised practicum hours)	5 credits
Quarter 13	DRNP 6840 - Synthesis of Pediatric Primary Care (3 credits didactic)	3 credits
	PRCM 6840 - Advanced Pediatric Nursing Practicum IV: Synthesis Care (2 practicum credits = 160 preceptor supervised practicum hours)	2 credits

MSN-DNP Entry Course Sequence

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	FECN 6810 - Field Experience Preparation	0 credits
	FECN 6820 - Field Experience Preparation	0 credits
	FECN 6830 - Field Experience Preparation	0 credits
	FECN 6840 - Field Experience Preparation	0 credits
	NURS 8100 - Healthcare Policy and Advocacy	5 credits

	NURS 8310 - Epidemiology and Population Health	5 credits
Quarter 3	DNRS 6501 - Advanced Pathophysiology	5 credits
	DNRS 6521 - Advanced Pharmacology	5 credits
Quarter 4	DNRS 6512 - Advanced Health Assessment and Diagnostic Reasoning	5 credits
	DNRS 6800 - Advanced Pediatric Development and Behavior	5 credits
Quarter 5	DRNP 6810 - Primary Care Approaches for Children (3 credits didactic)	3 credits
	PRCM 6810 - Advanced Pediatric Nursing Practicum I: Primary Care (2 practicum credits = 160 preceptor supervised practicum hours)	2 credits
Quarter 6	NURS 8211–Data Collection and Analysis for Evidence Based Practice	5 credits
	NURS 8210 – Transforming Nursing and Healthcare through Technology	5 credits
Quarter 7	FECN 8312 - Field Experience Preparation	0 credits
	FECN 8512 - Field Experience Preparation	0 credits
	FECN 8513 - Field Experience Preparation	0 credits
	DRNP 6820 - Management of Complex Pediatric Conditions (3 credits didactic)	3 credits
Quarter 8	PRCM 6820 - Advanced Pediatric Nursing Practicum II: Complex Care (2 practicum credits = 160 preceptor supervised practicum hours)	2 credits
	DRNP 6830 - Management of Specialized Populations (3 credits didactic)	3 credits
	Quarter	Course
	PRCM 6830 - Advanced Pediatric Nursing Practicum III: Specialized Care (2 practicum credits = 160 preceptor supervised practicum hours)	2 credits
Quarter 9	NURS 8312 -Leading Quality Improvement Practice Initiatives (4 credits didactic, 1 credit practicum = 80 course faculty supervised practicum hours)	5 credits
Quarter 10	NURS 8512 -DNP Project and Practicum I (3 credits didactic, 2 practicum credits = 160 preceptor supervised practicum hours)	5 credits
Quarter 11	NURS 8513 – DNP Project and Practicum II (3 credits didactic, 2 practicum credits = 160 preceptor supervised practicum hours)	5 credits
Quarter 12	DRNP 6840 - Synthesis of Pediatric Primary Care (3 credits didactic)	3 credits
	PRCM 6840 - Advanced Pediatric Nursing Practicum IV: Synthesis Care (2 practicum credits = 160 preceptor supervised practicum hours)	2 credits

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.

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 (25 credits)
- Field Experience Preparation Courses (0 credits)
- Specialization courses (40 credits)
- DNP Project and Practicum Courses (15 credits) **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 MSN-DNP Entry Course Sequence

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	FECN 6635 - Field Experience Preparation	0 credits
	FECN 6645 - Field Experience Preparation	0 credits
	FECN 6665 - Field Experience Preparation	0 credits
	FECN 6675 - Field Experience Preparation	0 credits
	NURS 8100 - Healthcare Policy and Advocacy	5 credits
Quarter 3	NURS 8310 - Epidemiology and Population Health	5 credits
	DNRS 6501 - Advanced Pathophysiology	5 credits
Quarter 4	DNRS 6521 - Advanced Pharmacology	5 credits
	DNRS 6512 - Advanced Health Assessment and Diagnostic Reasoning	5 credits
Quarter 5	DNRS 6630 -Psychopharmacologic Approaches to Treatment of Psychopathology	5 credits
	DRNP 6635 - Psychopathology and Diagnostic Reasoning (3 credits didactic)	3 credits
	PRCM 6635 - Psychopathology and Diagnostic Reasoning Practicum (2 practicum credits = 160 preceptor supervised practicum hours minimum)	2 credits
Quarter 6	NURS 8211–Data Collection and Analysis for Evidence Based Practice	5 credits
	NURS 8210 – Transforming Nursing and Healthcare through Technology	5 credits
Quarter 7	FECN 8312 - Field Experience Preparation	0 credits
	FECN 8512 - Field Experience Preparation	0 credits
	FECN 8513 - Field Experience Preparation	0 credits
	DRNP 6645 - Psychotherapy With Multiple Modalities (3 credits didactic)	3 credits
Quarter	Course	Credits
	PRCM 6645 - Psychotherapy With Multiple Modalities Practicum (2 practicum credits = 160 preceptor supervised practicum hours minimum)	2 credits
Quarter 8	DRNP 6665 - Psychiatric Mental Health Nurse Practitioner Care Across the Lifespan I (3 credits didactic)	3 credits
	PRCM 6665 - Psychiatric Mental Health Nurse Practitioner Care Across the Lifespan I Practicum (2 practicum credits = 160 preceptor supervised practicum hours minimum)	2 credits
Quarter 9	NURS 8312 -Leading Quality Improvement Practice Initiatives (4 credits didactic, 1 credit practicum = 80 course faculty supervised practicum hours)	5 credits
Quarter 10	NURS 8512 -DNP Project and Practicum I (3 credits didactic, 2 practicum credits = 160 preceptor supervised practicum hours)	5 credits

Quarter 11	NURS 8513 – DNP Project and Practicum II (3 credits didactic, 2 practicum credits = 160 preceptor supervised practicum hours)	5 credits
Quarter 12	DRNP 6675 - Psychiatric Mental Health Nurse Practitioner Care Across the Lifespan II (3 credits didactic)	3 credits
	PRCM 6675 - Psychiatric Mental Health Nurse Practitioner Care Across the Lifespan II Practicum (2 clinicalpracticum credits = 160 preceptor supervised clinicalpracticum hours minimum)	2 credits

Note on Field Experience and Relocating

Students who are considering relocating are advised to contact their student success advisor or Tempo coach prior to any decision to relocate in order to determine how relocation may impact progress in their program. They 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 or Tempo coach immediately when considering relocating.

Field Experience Preparation

Walden is committed to providing students with resources and support in preparation of field experience(s). To help ease anxiety in the field experience process, Walden offers a 0-credit Field Experience Preparation course, a structured experience that guides students through the application process and currently available readiness resources. The course is designed to complement other pre-requisite courses needed in preparation for field experience(s). The goal is that students submit their field experience application by the end of the course. Of course, there may be reasons why a field experience needs to be postponed, or the readiness course may not be needed if a field experience opportunity has already been secured. In this instance, students may opt-out of the course. By opting out of the Field Experience Preparation course without having submitted a complete field experience application you are notifying Walden that you have chosen to delay the beginning of your field experience indefinitely, it is your responsibility to notify Walden when you plan to begin the field experience component of your program. In some instances, opting out of the Field Experience Preparation course indicates the foundational components of the field experience process have been

satisfied and submission of the field experience application is pending. While the course is not yet available for Tempo students, the same readiness resources are available to Tempo students seeking field experience.

The BSN-DNP Entry Course Sequence

The BSN-DNP entry course sequence is as follows.

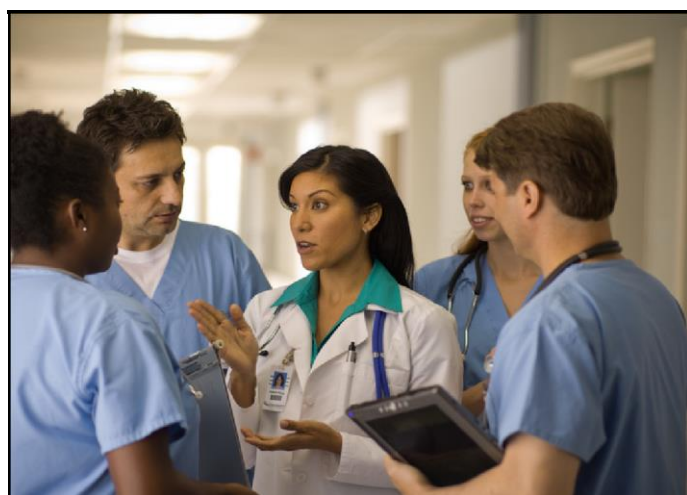
Quarter	Course	Credits
Quarter 1	NURS 8002 - Foundations and Essentials for the Doctor of Nursing Practice	5 credits
	DNRS 6052 - Essentials of Evidence Based Practice	5 credits
Quarter 2	FECN 6635 - Field Experience Preparation	0 credits
	FECN 6645 - Field Experience Preparation	0 credits
	FECN 6665 - Field Experience Preparation	0 credits
	FECN 6675 - Field Experience Preparation	0 credits
	DNRS 6211 - Finance and Economics in Healthcare Delivery	5 credits
Quarter 3	NURS 8114 - Theoretical and Scientific Foundations of Nursing	5 credits
	NURS 8100 - Healthcare Policy and Advocacy	5 credits
Quarter 4	NURS 8310 - Epidemiology and Population Health	5 credits
	DNRS 6501 - Advanced Pathophysiology	5 credits
Quarter 5	DNRS 6521 - Advanced Pharmacology	5 credits
	DNRS 6512 - Advanced Health Assessment and Diagnostic Reasoning	5 credits
Quarter 6	DNRS 6630 -Psychopharmacologic Approaches to Treatment of Psychopathology	5 credits
	DRNP 6635 - Psychopathology and Diagnostic Reasoning (3 credits didactic)	3 credits
	PRCM 6635 - Psychopathology and Diagnostic Reasoning Practicum (2 practicum credits = 160 preceptor supervised practicum hours minimum)	2 credits
Quarter 7	NURS 8211–Data Collection and Analysis for Evidence Based Practice	5 credits
	NURS 8210 – Transforming Nursing and Healthcare through Technology	5 credits
Quarter 8	FECN 8312 - Field Experience Preparation	0 credits
	FECN 8512 - Field Experience Preparation	0 credits
	FECN 8513 - Field Experience Preparation	0 credits
	DRNP 6645 - Psychotherapy With Multiple Modalities (3 credits didactic)	3 credits
	PRCM 6645 - Psychotherapy With Multiple Modalities Practicum (2 practicum credits = 160 preceptor supervised practicum hours minimum)	2 credits
Quarter 9	DRNP 6665 - Psychiatric Mental Health Nurse Practitioner Care Across the Lifespan I (3 credits didactic)	3 credits
	PRCM 6665 - Psychiatric Mental Health Nurse Practitioner Care Across the Lifespan I Practicum (2 practicum credits = 160 preceptor supervised practicum hours minimum)	2 credits
Quarter 10	NURS 8312 -Leading Quality Improvement Practice Initiatives (4 credits didactic, 1 credit practicum = 80 course faculty supervised practicum hours)	5 credits

Quarter 11	NURS 8512 - DNP Project and Practicum I (3 credits didactic, 2 practicum credits = 160 preceptor supervised practicum hours)	5 credits
Quarter 12	NURS 8513 – DNP Project and Practicum II (3 credits didactic, 2 practicum credits = 160 preceptor supervised practicum hours)	5 credits
Quarter 13	DRNP 6675 - Psychiatric Mental Health Nurse Practitioner Care Across the Lifespan II (3 credits didactic)	3 credits
	PRCM 6675 - Psychiatric Mental Health Nurse Practitioner Care Across the Lifespan II Practicum (2 practicum credits = 160 preceptor supervised practicum hours minimum)	2 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 form from their previous master's in nursing program. It must be sent from the program director, associate dean, or dean of their previous institution.

Students can request a blank copy of the **Verification of Precepted Clinical Hours** form from either their Enrollment Specialist or Student Success Advisor.



Admissions will determine how many documented post baccalaureate precepted clinical hours students have completed prior to DNP entry and how many credits of NURS 8601, DNP Field Experience, they will be required to complete in the DNP program.

For students who have completed less than 600 hours of verified precepted clinical hours, previous hours will be applied in 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

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 or Tempo coach prior to any decision to relocate in order to determine how relocation may impact progress in their program. They 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 or Tempo coach immediately when considering relocating.

Field Experience Preparation

Walden is committed to providing students with resources and support in preparation of field experience(s). To help ease anxiety in the field experience process, Walden offers a 0-credit Field Experience Preparation course, a structured experience that guides students through the application process and currently available readiness resources. The course is designed to complement other prerequisite courses needed in preparation for field experience(s). The goal is that students submit their field experience application by the end of the course. Of course, there may be reasons why a field experience needs to be postponed, or the readiness course may not be needed if a field experience opportunity has already been secured. In this instance, students may opt-out of the course. By opting out of the Field Experience Preparation course without having submitted a complete field experience application you are notifying Walden that you have chosen to delay the beginning of your field experience indefinitely, it is your responsibility to notify Walden when you plan to begin the field experience component of your program. In some instances, opting out of the Field Experience Preparation course indicates the foundational components of the field experience process have been satisfied and submission of the field experience application is pending. While the course is not yet available

for Tempo students, the same readiness resources are available to Tempo students seeking field experience.

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, AdultGerontology 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.

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 mixedmethods 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, Master's-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 Master's-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.

Master's-PhD entry: This entry option is for registered nurses (RN) who have earned their master's in nursing degree or a bachelor's degree in nursing and a master's degree in a business or non-nursing health related field.

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.

Master's-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)

- Students may take this a non-degree course.

OR

RSCH 8360 - Advanced Qualitative Reasoning and Analysis (5 credits)

- Students may take this a non-degree course.

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 scholarpractitioner 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 8501 - Leadership within the Healthcare Sector* (5 credits)

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

HLTH 8301 - Law and Ethics in Healthcare* (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.

Master's-PhD Entry

Master's-PhD Entry Focus Area Courses (15 credits)

Choose any three of the following courses:

HLTH 8501 - Leadership within the Healthcare Sector* (5 credits)

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

HLTH 8301 - Law and Ethics in Healthcare* (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.

Area 3

HLTH 8750 - Trends and Issues in Executive Level Management for Healthcare Administrators* (5 credits)

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

HLTH 8301 - Law and Ethics in Healthcare* (5 credits)

- Students may take this a non-degree course.

HLTH 8465 - Strategic Planning: Collaboration, Cooperation, and Coordination* (5 credits)

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

HLTH 8501 - Leadership within the Healthcare Sector* (5 credits)

- Students may take this a non-degree course.

Master's-PhD Entry

Master's-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.

Area 3

HLTH 8750 - Trends and Issues in Executive Level Management for Healthcare Administrators* (5 credits)

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

HLTH 8301 - Law and Ethics in Healthcare* (5 credits)

- Students may take this a non-degree course.

HLTH 8465 - Strategic Planning: Collaboration, Cooperation, and Coordination* (5 credits)

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

HLTH 8501 - Leadership within the Healthcare Sector* (5 credits)

- Students may take this 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 - Leadership and Advocacy in Health Education* (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.

Master's-PhD Entry

Master's-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.

Master's-PhD Entry

Master's-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.

Master's-PhD Entry

Master's-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 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.
- **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 Improvement Initiatives	5 credits
Quarter 6	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 7	NURS 8730 – Doctoral Seminar III	1 credit
	RSCH 8210 – Quantitative Reasoning and Analysis	5 credits

RESI 8402 – Residency 2 Complete Residency 2 prior to NURS 8750 (Doctoral Seminar V)		
Quarter 8	NURS 8740 – Doctoral Seminar IV	1 credit
	RSCH 8310 – Qualitative Reasoning and Analysis	5 credits
	Focus Area Course #1	5 credits
Quarter 9	Focus Area Course #2	5 credits
	Focus Area Course #3	5 credits
Quarter 10	NURS 8750 – Doctoral Seminar V	1 credit
	Advanced Research Course	5 credits
	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	
Quarter	Course	Credits
RESI 8403 – Residency 3 Complete Residency 3 prior to NURS 9000 (Dissertation)		
Quarter 11 +	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.	

Master's-PhD Entry Course Sequence

The Master's-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
	Focus Area Course #1	5 credits
RESI 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
	Focus Area Course #2	5 credits
Quarter 6	NURS 8750 – Doctoral Seminar V	1 credit
	Advanced Research Course	5 credits
	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	

Focus Area Course #3	5 credits
RESI 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
RESI 8404 – Residency 4 Taken after prospectus approval.	

Bridge Option for Students with a DNP

Quarter	Course	Credits
Quarter 1	NURS 8003 – Foundations and Essentials in Nursing	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	NURS 8710 – Doctoral Seminar I	1 credit
Quarter	Course	Credits
	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
	RESI 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	5 credits
	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	
	RESI 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
	RESI 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

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 Accreditation



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).

Note on Certification

The post-master's certificate 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 (AACN), the Pediatric Nursing Certification Board (PNCBB), or other nurse practitioner websites.

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 Reasoning	5 credits
	NURS 6521 - Advanced Pharmacology	5 credits

Quarter 3	NRNP 6566 - Advanced Care of Adults in Acute Settings I* PRAC 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* PRAC 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* PRAC 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* PRAC 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* PRAC 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 PRAC 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* PRAC 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 or Tempo coach prior to any decision to relocate in order to determine how relocation may impact progress in their program. They 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 or Tempo coach 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 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).

Note on Certification

The post-master's certificate 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 (AACN), the Pediatric Nursing Certification Board (PNCBB), or other nurse practitioner websites.

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)

PRAC 6531 - Primary Care of Adults Across the Lifespan 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 6552 - Advanced Nurse Practice in Reproductive Health Care (3 credits)

PRAC 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)

PRAC 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 Practice	3 credits
	NURS 6501 - Advanced Pathophysiology	5 credits

Quarter 2	NURS 6512 - Advanced Health Assessment and Diagnostic Reasoning NURS 6521 - Advanced Pharmacology	5 credits 5 credits
Quarter 3	NRNP 6531 - Primary Care of Adults Across the Lifespan* PRAC 6531 - Primary Care of Adults Across the Lifespan Practicum*	5 credits (3 credits didactic, 2 credits practicum)
Quarter 4	NRNP 6540 - Advanced Practice Care of Older Adults* PRAC 6540 - Advanced Practice Care of Older Adults Practicum*	5 credits (3 credits didactic, 2 credits practicum)
Quarter 5	NRNP 6552 - Advanced Nurse Practice in Reproductive Health Care* PRAC 6552 - Advanced Nurse Practice in Reproductive Health Care Practicum*	5 credits (3 credits didactic, 2 credits practicum)
Quarter 6	NRNP 6565 - Synthesis in Advanced Nursing Practice Care of Patients in Primary Care Settings* PRAC 6565 - Synthesis in Advanced Nursing Practice of Patients in Primary Care Settings 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 or Tempo coach prior to any decision to relocate in order to determine how relocation may impact progress in their program. They 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 or Tempo coach 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 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).

Note on Certification

The post-master's certificate 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 (AACN), the Pediatric Nursing Certification Board (PNCBB), or other nurse practitioner websites.

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
Term	Course	Credits
Quarter 3	NRNP 6531 - Primary Care of Adults Across the Lifespan*	5 credits (3 credits didactic, 2 credits practicum)
	PRAC 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)
	PRAC 6541 - Primary Care of Adolescents and Children Practicum*	
Quarter 5	NRNP 6552 - Advanced Nurse Practice in Reproductive Health Care* PRAC 6552 - Advanced Nurse Practice in Reproductive Health Care Practicum*	5 credits (3 credits didactic, 2 credits practicum)

Quarter 6	NRNP 6568 - Synthesis in Advanced Nursing Practice of Patients in Family Care Settings* PRAC 6568 - Synthesis in Advanced Nursing Practice of Patients in Family Care Settings 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.

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
	PRAC 6531 - Primary Care of Adults Across the Lifespan Practicum*	didactic, 2 credits practicum)
Quarter 4	NRNP 6541 - Primary Care of Adolescents and Children*	5 credits (3 credits
	PRAC 6541 - Primary Care of Adolescents and Children Practicum*	didactic, 2 credits practicum)
Quarter 5	NRNP 6553 - Advanced Nurse Practice in Obstetric Health Care*	3 credits (1 credits
	PRAC 6553 - Advanced Nurse Practice in Obstetric Health Care Practicum*	didactic, 2 credits practicum)
Quarter 6	Note: NRNP/PRAC 6553 is required for Walden MSN-AGPC Alumni. All other students are required to take NRNP/PRAC 6552.	
	NRNP 6568 - Synthesis in Advanced Nursing Practice of Patients in Family Care Settings*	5 credits (3 credits
	PRAC 6568 - Synthesis in Advanced Nursing Practice of Patients in Family Care Settings Practicum*	didactic, 2 credits
		practicum)

*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 or Tempo coach prior to any decision to relocate in order to determine how relocation may impact progress in their program. They 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 or Tempo coach 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



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

- 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)

AND

NURS 6201 - Leadership in Nursing and Healthcare (5 credits)

NURS 6211 - Finance and Economics in Healthcare Delivery* (5 credits)

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

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	3 credits
	OR	
	NURS 6003 - Perspectives on Graduate Study for Advanced Nursing Practice	
Quarter 2	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
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	5 credits
	Optional	(3 didactic; 2 practicum)

Note on Field Experience and Relocating

Students who are considering relocating are advised to contact their student success advisor or Tempo coach prior to any decision to relocate in order to determine how relocation may impact progress in their program. They 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 or Tempo coach 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 Accreditation



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)

AND

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	
Term	Course	Credits
Quarter 2	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
Quarter 3	NURS 6351 - Role of the Nurse Educator (Includes Practicum Experience)	5 credits

Note on Field Experience and Relocating

Students who are considering relocating are advised to contact their student success advisor or Tempo coach prior to any decision to relocate in order to determine how relocation may impact progress in their program. They 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 or Tempo coach immediately when considering relocating.

Post-Master's Certificate in Nursing Informatics

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 competencybased 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



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

- 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)

AND

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	
Quarter 2	NURS 6401 - Informatics in Nursing and Healthcare	5 credits
	NURS 6412 - Information and Knowledge Management	5 credits
Term	Course	Credits
Quarter 3	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 (Optional)	5 credits (2 didactic; 3 practicum)

Note on Field Experience and Relocating

Students who are considering relocating are advised to contact their student success advisor or Tempo coach prior to any decision to relocate in order to determine how relocation may impact

progress in their program. They 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 or Tempo coach immediately when considering relocating.

Post-Master's Certificate in Pediatric Nurse Practitioner Primary Care

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



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).

Note on Certification

The post-master's certificate 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 (AACN), the Pediatric Nursing Certification Board (PNCBB), or other nurse practitioner websites.

Certificate Requirements

- 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)

PRAC 6840 - Advanced Pediatric Nursing Practicum IV: Synthesis Care (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 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 6800 - Advanced Pediatric Development and Behavior*	5 credits
Quarter 4	NRNP 6810 - Primary Care Approaches for Children*	5 credits (3 credits didactic, 2 credits practicum)
	PRAC 6810 - Advanced Pediatric Nursing Practicum I: Primary Care*	
Quarter 5	NRNP 6820 - Management of Complex Pediatric Conditions*	5 credits (3 credits didactic, 2 credits practicum)
	PRAC 6820 - Advanced Pediatric Nursing Practicum II: Complex Care*	
Quarter 6	NRNP 6830 - Management of Specialized Populations*	5 credits (3 credits didactic, 2 credits practicum)
	PRAC 6830 - Advanced Pediatric Nursing Practicum III: Specialty Care*	
Quarter 7	NRNP 6840 - Synthesis of Pediatric Primary Care*	5 credits (3 credits didactic, 2 credits practicum)
	PRAC 6840 - Advanced Pediatric Nursing Practicum IV: Synthesis Care*	

*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 or Tempo coach prior to any decision to relocate in order to determine how relocation may impact progress in their program. They 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 or Tempo coach immediately when considering relocating.

Post-Master's Certificate in Psychiatric Mental Health Nurse Practitioner

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 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).

Note on Certification

The post-master's certificate 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 (AACN), the Pediatric Nursing Certification Board (PNCBB), or other nurse practitioner websites.

Certificate 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)

PRAC 6635 - Psychopathology and Diagnostic Reasoning Practicum (2 credits)

NRNP 6645 - Psychotherapy With Multiple Modalities (3 credits)

PRAC 6645 - Psychotherapy With Multiple Modalities Practicum (2 credits)

NRNP 6665 - Psychiatric Mental Health Nurse Practitioner Care Across the Lifespan I (3 credits)

PRAC 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)

PRAC 6675 - Psychiatric Mental Health Nurse Practitioner Care Across the Lifespan II 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 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*	5 credits (3 credits didactic, 2 credits practicum)
	PRAC 6635 - Psychopathology and Diagnostic Reasoning Practicum*	
Quarter 5	NRNP 6645 - Psychotherapy With Multiple Modalities*	5 credits (3 credits didactic, 2 credits practicum)
	PRAC 6645 - Psychotherapy With Multiple Modalities Practicum*	
Quarter 6	NRNP 6665 - Psychiatric Mental Health Nurse Practitioner Care Across the Lifespan I*	5 credits (3 credits didactic, 2 credits practicum)

	PRAC 6665 - Psychiatric Mental Health Nurse Practitioner Care Across the Lifespan I Practicum*	
Quarter 7	NRNP 6675 - Psychiatric Mental Health Nurse Practitioner Care Across the Lifespan II* PRAC 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 or Tempo coach prior to any decision to relocate in order to determine how relocation may impact progress in their program. They 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 or Tempo coach immediately when considering relocating.

Dual Degree - Master of Science in Nursing (MSN) and Master of Business Administration (MBA)

Walden's MSN-MBA program prepares students for a management role as a nurse administrator through a targeted curriculum that emphasizes core business skills, evidence-based decision making, creative problem solving, and strategy development for nursing practice. In addition to gaining insight into how effective, collaborative management can support the ultimate goal of improving patient outcomes, students will have the opportunity to put their skills into practice and become more effective business communicators, successful collaborators, critical systematic thinkers, and world-class managers who are well-equipped to succeed in today's global healthcare environments. The program incorporates critical real-world

skills in areas such as management strategy, business communications, planning, financing, patient safety management, and human resources.

Students who complete this program of study will receive two distinct degrees upon completion of all requirements detailed below. (MSN with Nurse Executive specialization, MBA with Self-Designed specialization)

Accreditation



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).



Programs

The Accreditation Council for Business Schools and Programs (ACBSP), which is recognized by the Council for Higher Education Accreditation (CHEA), is a leading specialized accreditation association that identifies and supports excellence in

business education worldwide. Walden University's BS in Business Administration (BSBA), Master of

Business Administration (MBA), MS in Finance, Doctor of Business Administration (DBA), and PhD in Management programs are accredited by ACBSP.

Note on Licensure

The MSN, Nurse Executive degree earned via this dual degree program is not a licensure-leading program and will not prepare students as nurse practitioners.

MSN 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.

MBA 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.

Degree Requirements

- 70 total quarter credits
 - Core Courses (63 quarter credits)

- Field Experience Preparation Course (0 credit)
- Capstone Courses (7 quarter credits)
- Professional Development Plan
- Portfolio

Curriculum

Core Courses (63 credits)

FECN 6601 - Field Experience Preparation (0 credit)

MBAX 4990 - Business Essentials (0 credits)

MBAX 6000 - Dynamic Leadership* (5 credits)

- Students may take this a non-degree course.

MBAX 6040 - Improving Business Performance* (5 credits)

- Students may take this a non-degree course.

MBAX 6050 - Accounting for Management Decision Making* (5 credits)

- Students may take this a non-degree course.

MBAX 6060 - Marketing for Competitiveness* (5 credits)

- Students may take this a non-degree course.

MBAX 6070 - Managerial Finance* (5 credits)

- Students may take this a non-degree course.

NURX 6003 – Perspectives on Graduate Study for Advanced Nursing Practice (3 credits)

NURX 6050 – Policy and Advocacy for Improving Population Health (5 credits)

NURX 6051 –Transforming Nursing and Healthcare Through Technology (5 credits)

NURX 6052 –Essentials of Evidence-Based Practice (5 credits)

NURX 6053 –Interprofessional Organizational and Systems Leadership (5 credits)

NURX 6221 – Managing Human Resources (5 credits)

NURX 6231 – Healthcare Systems and Quality Outcomes (5 credits)

NURX 6241 – Strategic Planning in Healthcare Organizations (5 credits)

Capstone courses (7 credits)

MBAX 6990 - Capstone: Sustainable Business Practice and Strategies (5 credits)

NURX 6601 – Capstone Synthesis Practicum (2 practicum credits)

Course Sequence Table

Quarter	Course	Credits
Quarter 1	Course	Credits
	NURX 6003 - Perspectives on Graduate Study for Advanced Nursing Practice	3 credits
	MBAX 4990 - Business Essentials	0 credits
	NURX 6050 - Policy and Advocacy for Improving Population Health	5 credits
Quarter 2	MBAX 6000D - Dynamic Leadership	5 credits
	NURX 6051 - Transforming Nursing and Healthcare Through Technology	5 credits
	FECN 6601 - Field Experience Preparation	0 credits
Quarter 3	NURX 6052 - Essentials of Evidence-Based Practice	5 credits
	NURX 6053 - Interprofessional Organization and Systems Leadership	5 credits
Quarter 4	MBAX 6040D - Improving Business Performance	5 credits
	NURX 6231 - Healthcare Systems and Quality Outcomes	5 credits
Quarter 5	MBAX 6050D - Accounting for Management Decision Making	5 credits
	MBAX 6060D - Marketing for Competitiveness	5 credits
Quarter 6	MBAX 6070D - Managerial Finance	5 credits
	NURX 6241 - Strategic Planning in Healthcare Organizations	5 credits
Quarter 7	NURX 6221 - Managing Human Resources	5 credits
Quarter 8	MBAX 6990D - Capstone: Sustainable Business Practices & Strategies	5 credits
	NURX 6601 - Capstone: Synthesis Practicum (2 practicum credits; 144 hours)	2 credits

* Students enrolling in a midterm start date will take only MBAX 4990A and NURX 6002, 6-week versions of these courses in their first term.

Field Experience Preparation

Walden is committed to providing students with resources and support in preparation of field experience(s). To help ease anxiety in the field experience process, Walden offers a 0-credit Field Experience Preparation course, a structured experience that guides students through the application process and currently available readiness resources. The course is designed to complement other prerequisite courses needed in preparation for field experience(s). The goal is that students submit their field experience application by the end of the course. Of course, there may be reasons why a field experience needs to be postponed, or the readiness course may not be needed if a field experience opportunity has already been secured. In this instance, students may opt-out of the course. By opting out of the Field Experience Preparation course without having submitted a complete field experience application you are notifying Walden that you have chosen to delay the beginning of your field experience indefinitely, it is your responsibility to notify Walden when you plan to begin the field experience component of your program. In some instances, opting out of the Field Experience Preparation course indicates the foundational components of the field experience process have been satisfied and

submission of the field experience application is pending. While the course is not yet available for Tempo students, the same readiness resources are available to Tempo students seeking field experience.

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. They 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

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 No Longer Accepting New Students

Post-Doctoral Certificate

- Post-Doctoral Respecialization Certificate (not currently accepting new students)

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 MS in Criminal Justice or the MS in Criminal Justice Leadership and Executive Management.

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)

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	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 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 coursebased 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 6203 - Victimology* (5 credits)

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

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
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	CRJS 6136 - Criminal Behavior	5 credits
	CRJS 6201 - Psychological Aspects of Violent Crime	5 credits
Quarter 5	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

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	CRJS 6245 - Social Psychology	5 credits
	CRJS 6217 - Technological Solutions and 21st-Century Crime	5 credits
Quarter 5	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
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	CRJS 6100 - Critical Issues in Emergency Management	5 credits
	CRJS 6200 - Risk Assessment, Preparedness, and Disaster Mitigation	5 credits
Quarter 5	CRJS 6300 - Disaster Response and Recovery	5 credits
	CRJS 6910 - Capstone: Criminal Justice Ethics and Social Justice	5 credits

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 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	CRJS 6830 - Current Issues in Homeland Security	5 credits
	CRJS 6831 - Critical Incident Leadership and Planning	5 credits
Quarter 5	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
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	CRJS 6202 - Human Trafficking	5 credits
	CRJS 6207 - Comparative, International, and Global Justice	5 credits
Quarter 5	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
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	CRJS 6810 - Fundamentals of Law and Public Policy	5 credits
	CRJS 6811 - Legal Research for Policy Practitioners	5 credits
Quarter 5	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
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	CRJS 6400 - Strategic Context of Management and Leadership	5 credits
	CRJS 6111 - Informational Technology in Criminal Justice	5 credits
Quarter 5	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
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	CRJS 6742 - Conflict, Conflict Resolution, and Peace	5 credits
	CRJS 6743 - Criminal Justice Strategies for Terrorism	5 credits
Quarter 5	CRJS 6741 - Psychology of Terrorism	5 credits
	CRJS 6910 - Capstone: Criminal Justice Ethics and Social Justice	5 credits

Capstone Course (5 credits)

CRJS 6910 - Capstone: Criminal Justice Ethics and Social Justice (5 credits)

Course Sequence

The recommended course sequence is as follows:

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 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 competencybased 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 decisionmaking 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. Apply advanced psychological concepts and principles to promote social change within forensic settings.
3. Apply principles of research design to forensic psychology research.
4. Analyze professional roles and responsibilities that are unique to the practice of forensic psychology.
5. Evaluate relevant ethical codes used in forensic work settings.
6. Apply psychological theories relevant to criminal behavior in forensic psychology settings.
7. Evaluate the psychological and risk assessment strategies used within forensic psychology.

Degree Requirements

- 48 total quarter credits
- Foundation course (3 credits)
- Core courses (25 credits)
- Specialization courses (15 credits)
- Capstone or Virtual Field Experience course (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.

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

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
Quarter 1	FPSY 6002 - Foundations of Graduate Studies in Psychology	3 credits
	FPSY 6102 - Intersection of Crime, Psychology, and the Law	5 credits
Quarter 2	FPSY 6720 - Abnormal Behavior	5 credits
	FPSY 6135 - Criminal Behavior	5 credits
Quarter 3	RSCH 6110 Research Theory, Design, and Methods	5 credits
	FPSY 6126 - Understanding Violence, Risk, and Threat Assessment	5 credits
Quarter 4	FPSY 6201 - Psychological Aspects of Violent Crime	5 credits
	FPSY 6202 - Criminal Investigative Analysis and Profiling	5 credits
Quarter 5	FPSY 6203 - Victimology	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 6522 - Forensic Psychology in the Legal System (5 credits)

FPSY 6521 - Law Enforcement 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 6910 - Legal Issues and Social Change in Forensic Psychology (5 credits)

FPSY 6511 - Treatment of Forensic Populations (5 credits)

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)

FPSY 6207 - Advanced Threat Assessment and Management

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

FPSY 6208 Interviewing in Psycholegal Setting* (5 credits)

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

FPSY 6209 Advanced Issues in Law Enforcement Psychology* (5 credits)

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

FPSY 6210 Advanced Victim Issues* (5 credits)

- Students may take this a non-degree course.

Course Sequence

Students undertake courses in the following sequence.

Quarter	Course	Credits
Quarter 1	FPSY 6002 - Foundations of Graduate Studies in Psychology	3 credits
	FPSY 6102 - Intersection of Crime, Psychology, and the Law	5 credits
Quarter 2	FPSY 6720 - Abnormal Behavior	5 credits
	FPSY 6135 - Criminal Behavior	5 credits
Quarter 3	RSCH 6110 - Research Theory, Design, and Methods	5 credits
	FPSY 6126 - Understanding Violence, Risk, and Threat Assessment	5 credits
Quarter 4	Specialization Course	5 credits
	Specialization Course	5 credits
Quarter 5	Specialization Course	5 credits
	FPSY 6393 - Capstone OR FPSY 6915 - Field Experience	5 credits

Specialization in Criminal Justice Self-Designed (Specialization Not Currently Accepting New Students)

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
Quarter 1	FPSY 6002 - Foundations of Graduate Studies in Psychology	3 credits
	FPSY 6102 - Intersection of Crime, Psychology, and the Law	5 credits
Quarter 2	FPSY 6720 - Abnormal Behavior	5 credits
	FPSY 6135 - Criminal Behavior	5 credits
Quarter 3	FPSY 6115 - Understanding Forensic Psychology Research	5 credits
Quarter	Course	Credits
	FPSY 6126 - Understanding Violence, Risk, and Threat Assessment	5 credits
Quarter 4	Elective	5 credits
	Elective	5 credits
Quarter 5	Elective	5 credits
	FPSY 6393 - Capstone OR FPSY 6915 - Field Experience	5 credits

Specialization in Cybercrimes (Specialization Not Currently Accepting New Students)

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
Quarter 1	FPSY 6002 - Foundations of Graduate Studies in Psychology	3 credits
	FPSY 6102 - Intersection of Crime, Psychology, and the Law	5 credits
Quarter 2	FPSY 6720 - Abnormal Behavior	5 credits
	FPSY 6135 - Criminal Behavior	5 credits
Quarter 3	FPSY 6115 - Understanding Forensic Psychology Research	5 credits
	FPSY 6126 - Understanding Violence, Risk, and Threat Assessment	5 credits
Quarter 4	FPSY 6245 - Social Psychology	5 credits

Quarter 5	FPSY 6217 - Technological Solutions and 21st Century Crime	5 credits
	FPSY 6205 - Psychological Aspect of Cyber Crimes	5 credits
	FPSY 6393 - Capstone OR FPSY 6915 - Field Experience	5 credits

Specialization in Family Violence (Specialization Not Currently Accepting New Students)

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
Quarter 1	FPSY 6002 - Foundations of Graduate Studies in Psychology	3 credits
	FPSY 6102 - Intersection of Crime, Psychology, and the Law	5 credits
Quarter 2	FPSY 6720 - Abnormal Behavior	5 credits
	FPSY 6135 - Criminal Behavior	5 credits
Quarter 3	FPSY 6115 - Understanding Forensic Psychology Research	5 credits
	FPSY 6126 - Understanding Violence, Risk, and Threat Assessment	5 credits
Quarter 4	FPSY 6206 - Family Violence	5 credits
	FPSY 6512 - Juvenile Justice, Delinquency, and Development	5 credits
Quarter 5	FPSY 6203 - Victimology	5 credits
	FPSY 6393 - Capstone OR FPSY 6915 - Field Experience	5 credits

Specialization in Legal Issues in Forensic Psychology (Specialization Not Currently Accepting New Students)

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 6912 - Mental Health Law* (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	FPSY 6002 - Foundations of Graduate Studies in Psychology	3 credits
	FPSY 6102 - Intersection of Crime, Psychology, and the Law	5 credits
Quarter 2	FPSY 6720 - Abnormal Behavior	5 credits
	FPSY 6135 - Criminal Behavior	5 credits
Quarter 3	FPSY 6115 - Understanding Forensic Psychology Research	5 credits
	FPSY 6126 - Understanding Violence, Risk, and Threat Assessment	5 credits
Quarter 4	FPSY 6522 - Forensic Psychology in the Legal System	5 credits
	FPSY 6202 - Criminal Investigative Analysis and Profiling	5 credits
Quarter 5	FPSY 6912 - Mental Health Law	5 credits
	FPSY 6393 - Capstone OR FPSY 6915 - Field Experience	5 credits

Specialization in Military (Specialization Not Currently Accepting New Students)

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
Quarter 1	FPSY 6002 - Foundations of Graduate Studies in Psychology	3 credits
	FPSY 6102 - Intersection of Crime, Psychology, and the Law	5 credits
Quarter 2	FPSY 6720 - Abnormal Behavior	5 credits
	FPSY 6135 - Criminal Behavior	5 credits
Quarter 3	FPSY 6115 - Understanding Forensic Psychology Research	5 credits
	FPSY 6126 - Understanding Violence, Risk, and Threat Assessment	5 credits
Quarter 4	FPSY 6404 - Military Culture	5 credits
	FPSY 6401 - Trauma, Crisis, and Stress with Military Personnel	5 credits
Quarter 5	FPSY 6333 - Vicarious Trauma and Compassion Fatigue	5 credits
	FPSY 6393 - Capstone OR FPSY 6915 - Field Experience	5 credits

Specialization in Police Psychology (Specialization Not Currently Accepting New Students)

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 - Law Enforcement 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

Quarter 1	FPSY 6002 - Foundations of Graduate Studies in Psychology	3 credits
	FPSY 6102 - Intersection of Crime, Psychology, and the Law	5 credits
Quarter 2	FPSY 6720 - Abnormal Behavior	5 credits
	FPSY 6135 - Criminal Behavior	5 credits
Quarter 3	FPSY 6115 - Understanding Forensic Psychology Research	5 credits
	FPSY 6126 - Understanding Violence, Risk, and Threat Assessment	5 credits
Quarter 4	FPSY 6521 - Police Psychology	5 credits
	FPSY 6740 - Disaster, Crisis, and Trauma OR FPSY 6748 - Stress and Coping	5 credits
Quarter 5	FPSY 6333 - Vicarious Trauma and Compassion Fatigue	5 credits
	FPSY 6393 - Capstone OR FPSY 6915 - Field Experience	5 credits

Specialization in Sex Offender Behavior (Specialization Not Currently Accepting New Students)

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 needdriven 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
Quarter 1	FPSY 6002 - Foundations of Graduate Studies in Psychology	3 credits
	FPSY 6102 - Intersection of Crime, Psychology, and the Law	5 credits
Quarter 2	FPSY 6720 - Abnormal Behavior	5 credits
	FPSY 6135 - Criminal Behavior	5 credits
Quarter 3	FPSY 6115 - Understanding Forensic Psychology Research	5 credits
	FPSY 6126 - Understanding Violence, Risk, and Threat Assessment	5 credits
Quarter 4	Course	Credits
Quarter 4	FPSY 6204 - Sex Offender Behavior and Treatment	5 credits
	FPSY 6202 - Criminal Investigative Analysis and Profiling	5 credits
Quarter 5	FPSY 6205 - Psychological Aspect of Cyber Crimes	5 credits
	FPSY 6393 - Capstone OR FPSY 6915 - Field Experience	5 credits

Specialization in Terrorism (Specialization Not Currently Accepting New Students)

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
Quarter 1	FPSY 6002 - Foundations of Graduate Studies in Psychology	3 credits
	FPSY 6102 - Intersection of Crime, Psychology, and the Law	5 credits
Quarter 2	FPSY 6720 - Abnormal Behavior	5 credits
	FPSY 6135 - Criminal Behavior	5 credits
Quarter 3	FPSY 6115 - Understanding Forensic Psychology Research	5 credits
	FPSY 6126 - Understanding Violence, Risk, and Threat Assessment	5 credits
Quarter 4	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
	FPSY 6701 - Culture and Psychology	5 credits
Quarter 5	FPSY 6393 - Capstone OR FPSY 6915 - Field Experience	5 credits
		5 credits

Specialization in Victimology (Specialization Not Currently Accepting New Students)

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
Quarter 1	FPSY 6002 - Foundations of Graduate Studies in Psychology	3 credits
	FPSY 6102 - Intersection of Crime, Psychology, and the Law	5 credits
Quarter 2	FPSY 6720 - Abnormal Behavior	5 credits
	FPSY 6135 - Criminal Behavior	5 credits
Quarter 3	FPSY 6115 - Understanding Forensic Psychology Research	5 credits
	FPSY 6126 - Understanding Violence, Risk, and Threat Assessment	5 credits
Quarter 4	FPSY 6203 - Victimology	5 credits
	FPSY 6511 - Treatment of Forensic Populations	5 credits
Quarter 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.

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.

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 5–6	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.

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
Quarter 1	PSYC 8760 - Educational Psychology	5 credits
	PSYC 8762 - Teaching of Psychology	5 credits
Quarter 2	PSYC 8763 - Principles of Instructional Design	5 credits
	PSYC 8764 - Instructional Design for Online Course Development	5 credits

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 evidencebased 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 evidencesupported approaches.
2. Evaluate the effectiveness of the human service programs using a variety of evidencesupported 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 8206D - The World of Human Services: Reimagined* (5 credits)

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

HUMN 8304D - 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 8784D - Crisis Management and Leadership* (5 credits)

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

HUMN 8786D - 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 9002D - Communities of Practice and Research 2 (1 credits)

HUMN 9003D - Communities of Practice and Research 3 (1 credits)

HUMN 9004D - Communities of Practice and Research 4 (1 credits)

HUMN 9005D - Communities of Practice and Research 5 (1 credits)

Capstone Writing Course

HUMN 9100D - DHS 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 - DHS 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 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

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 Behavioral Sciences

Through this specialization, students explore psychological and behavior characteristics of both victims and perpetrators of crimes. Insights are used to better understand potential causes and impact of criminal activity and enable criminal justice professionals to better understand the larger social context.

Specialization Courses (15 credits)

CRJS 8126 Understanding Violence, Risk, and Threat Assessment (5 credit)

CRJS 8201 Psychological Aspects of Violent Crime (5 credit)

CRJS 8206 Psychology of Family Violence (5 credits)

Specialization in Criminal Justice Leadership

The Criminal Justice Leadership specialization provides students with insight into effective leadership practices for criminal justice organizations. 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. Students can

gain skills that can help them be competent leaders, shape organizational change, and inspire and motivate their employees.

Specialization Courses (15 credits)

CRJS 8352 - Leadership: Putting Theory into Practice in Criminal Justice Administration (5 credits)

CRJS 8392 - The Language of Leadership (5 credits)

CRJS 8540 - Management and Leadership in a Global Context (5 credits)

Specialization in Law & Justice Administration

Through this specialization, students explore how past and present legal decisions influence the administration of justice. In their coursework, students cover foundational legal concepts, landmark cases, and current trends in law and criminal justice policy.

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 Self-Designed

In this specialization, students can gain a broad understanding of the criminal justice 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 specific concepts and topics of importance in criminal justice. Students will select electives that will build their knowledge of how criminal justice 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.

Choose any 3 courses:

Specialization Courses (15 credits)

CRJS 8126 Understanding Violence, Risk, and Threat Assessment (5 credit)

CRJS 8201 Psychological Aspects of Violent Crime (5 credit)

CRJS 8206 Psychology of Family Violence (5 credits)

CRJS 8352 - Leadership: Putting Theory into Practice in Criminal Justice Administration (5 credits)

CRJS 8392 - The Language of Leadership (5 credits)

CRJS 8540 - Management and Leadership in a Global Context (5 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)

Specializations Not Currently Accepting New Students

Specialization in Emergency Management (not currently accepting new students)

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 (not currently accepting new students)

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 (not currently accepting new students)

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) (not currently accepting new students)

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 (not currently accepting new students)

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 (not currently accepting new students)

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 (not currently accepting new students)

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 who have a 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
 - Writing a Quality Prospectus course (5 credits)
 - Dissertation writing courses (1 cr. per term for five terms)
 - Dissertation writing courses (5 credits per term for a minimum of three terms taken continuously until completion)
- Four PhD residencies

Curriculum

Foundation Course (3 credits)

CRJS 8002 - Foundations of Doctoral Study (3 credits)

Core Courses (20 credits)

CRJS 8140 Social Responsibility and Ethics (5 credits)

CRJS 8351 - Policy and Analysis in Criminal Justice Systems (5 credits)

CRJS 8105 Criminal Justice Theory, Research, and Practice (5 credit)

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)

- Students may take this a non-degree course.

OR

RSCH 8460 - Advanced Mixed-Methods Reasoning and Analysis (5 credits)

OR

RSCH 8360 - Advanced Qualitative Reasoning and Analysis (5 credits)

- Students may take this a non-degree course.

Residency Requirements

- **Complete Residency 1 as soon as you begin your program;** required by the end of Term 2 in order to advance to RSCH 8110.
- Complete Residency 2 at the beginning of your second year, around the time of second research course (RSCH 8210). Should be taken no sooner than Term 4, must be completed by the end of Term 5.
- Completion of Residency 3 required by the end of Term 6 in order to advance to CRJS 8115.
- 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 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 8991 Dissertation Seminar 1: Welcome to the Dissertation Journey! (1 credit)

CRJS 8992 Dissertation Seminar 2: Building Knowledge and Skills (1 credit)

CRJS 8993 Dissertation Seminar 3: Establishing Research Questions and Frameworks (1 credit)

CRJS 8994 Dissertation Seminar 4: Developing Methods and Maintaining Alignment (1 credit)

CRJS 8995 Dissertation Seminar 5: Transition to Candidacy (1 credit)

CRJS 9000 - Dissertation (5 credits per term 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. 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 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 Course Sequence

Quarter	Course	Credits
Quarter 1	CRJS 8002 - Foundations of Doctoral Study	3 credits
	CRJS 8140 -Social Responsibility and Ethics	5 credits

	RESI 8401 PhD Residency 1	0 credits
	Note: Complete Residency 1 as soon as you begin your program; required by the end of Term 2 in order to advance to RSCH 8110.	
Quarter 2	CRJS 8351 - Policy and Analysis in Criminal Justice Systems	5 credits
	CRJS 8105 - Criminal Justice Theory, Research and Practice	5 credits
	CRJS 8991 - Dissertation Seminar 1: Welcome to the Dissertation Journey!	1 credits
Quarter 3	RSCH 8110 - Research Theory, Design, and Methods	5 credits
	Specialization Course 1	5 credits
	CRJS 8992 - Dissertation Seminar 2: Building Knowledge and Skills	1 credits
Quarter 4	RSCH 8210 - Quantitative Reasoning and Analysis	5 credits
	Specialization Course 2	5 credits
	CRJS 8993 - Dissertation Seminar 3: Establishing Research Questions and Frameworks	1 credits
	RESI 8402 - PhD Residency 2	0 credits
	Note: Complete Residency 2 at the beginning of your second year, around the time of second research course (RSCH 8210). Should be taken no sooner than Term 4, must be completed by the end of Term 5.	
Quarter 5	RSCH 8310 - Qualitative Reasoning and Analysis	5 credits
	Specialization Course 2	5 credits
	CRJS 8994 - Dissertation Seminar 4: Developing Methods and Maintaining Alignment	1 credits
Quarter 6	RESI 8403 - PhD Residency 3	0 credits
	PPG Note: Completion of Residency 3 required by the end of Term 6 in order to advance to CRJS 8115.	
	CRJS 8995 - Dissertation Seminar 5: Transition to Candidacy	1 credits
	CRJS 8381 - Program Evaluation	5 credits
Quarter 7	Select one from the following:	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	
	CRJS 8115 - Writing a Quality Prospectus	5 credits
Quarter	Course	Credits
	Select one from the following:	0 credits
	RSCH 8404 - PhD Residency 4	
	-or-	
	DRWI 8500 - PhD Dissertation Intensive	
	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.	
	PPG Note: Complete residency 4 after your prospectus is approved.	
Quarter 8+	CRJS 9000 Dissertation *	5 credits

Optional: Complete a PhD dissertation intensive during CRJS 9000. 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 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) For students who have a master's degree in a discipline unrelated to the criminal justice field

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
 - Writing a Quality Prospectus course (5 credits)
 - Dissertation writing courses (1 cr. per term for five terms)
 - Dissertation writing courses (5 credits per term for a minimum of three 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 (35 credits)

CRJS 8140 Social Responsibility and Ethics (5 credits)

CRJS 8105 Criminal Justice Theory, Research, and Practice (5 credit)

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 8351 - Policy and Analysis in Criminal Justice Systems (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)

- Students may take this a non-degree course.

OR

RSCH 8360 - Advanced Qualitative Reasoning and Analysis (5 credits)

- Students may take this a non-degree course.

OR

RSCH 8460 - Advanced Mixed-Methods Reasoning and Analysis (5 credits)

Residency Requirements

- Complete Residency 1 as soon as you begin your program; required by the end of Term 2 in order to advance to RSCH 8110.
- Complete Residency 2 at the beginning of your second year, around the time of second research course (RSCH 8210). Should be taken no sooner than Term 4, must be completed by the end of Term 5.

- Completion of Residency 3 required by the end of Term 6 in order to advance to CRJS 8115.
- 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 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 8991 Dissertation Seminar 1: Welcome to the Dissertation Journey! (1 credit)

CRJS 8992 Dissertation Seminar 2: Building Knowledge and Skills (1 credit)

CRJS 8993 Dissertation Seminar 3: Establishing Research Questions and Frameworks (1 credit)

CRJS 8994 Dissertation Seminar 4: Developing Methods and Maintaining Alignment (1 credit)

CRJS 8995 Dissertation Seminar 5: Transition to Candidacy (1 credit)

CRJS 9000 - Dissertation (5 credits per term for a minimum of 4 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. 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 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

Quarter	Course	Credits
Quarter 1	CRJS 8002 - Foundations of Doctoral Study	3 credits
	CRJS 8140 Social Responsibility and Ethics	5 credits
	RESI 8401 PhD Residency 1	0 credits
	Note: Complete Residency 1 as soon as you begin your program; should be completed in Term 1 or Term 2.	
Quarter 2	CRJS 8351 - Policy and Analysis in Criminal Justice Systems	5 credits CCRJS 8105
	Criminal Justice Theory, Research and Practice	5 credits CRJS 8991
	Dissertation Seminar 1: Welcome to the Dissertation Journey!	1 credit
Quarter 3	CRJS 8137 - The Nature of Crime and Criminology	5 credits RSCH 8110 -
	Research Theory, Design, and Methods	5 credits
	CRJS 8992 Dissertation Seminar 2: Building Knowledge and Skills	1 credit
Quarter 4	RSCH 8210 Quantitative Reasoning and Analysis	5 credits
	Specialization Course 1	5 credits
	RESI 8402 PhD Residency 2	0 credits
	Note: Complete Residency 2 at the beginning of your second year, around the time of second research course (RSCH 8210). Should be taken no sooner than Term 4, must be completed by the end of Term 5.	
	CRJS 8993 Dissertation Seminar 3: Establishing Research Questions and credit Frameworks	1
Quarter 5	CRJS 8215 Controversies in Criminal Justice	5 credits
	Specialization Course 2	5 credits
Quarter 6	RSCH 8310 Qualitative Reasoning and Analysis	5 credits
	CRJS 8217 Technological Solutions and 21st Century Crime	5 credits
	RESI 8403 PhD Residency 3	0 credits
	PPG Note: Completion of Residency 3 required by the end of Term 6 in order to advance to CRJS 8115.	
	CRJS 8994 Dissertation Seminar 4: Developing Methods and Maintaining credit Alignment	1
Quarter 7	Specialization Course 3	5 credits
	CRJS 8381 Program Evaluation	5 credits
Quarter 8	CRJS 8115 Writing a Quality Prospectus	5 credits
	CRJS 8995 Dissertation Seminar 5: Transition to Candidacy	1 credit
	Select one from the following:	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	
	Select one from the following:	0 creditS
	RESI 8404 PhD Residency 4	
	-or-	
	DRWI 8500 PhD Dissertation Intensive	
	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. **PPG Note:** Complete residency 4 after your prospectus is approved.

Quarter 9+ CRJS 9000 - Dissertation**

5 credits

Optional: Complete a PhD dissertation intensive (DRWI 8500) during CRJS 9000. Contact Student Success Advising to register.

* Students take this course for a minimum of three 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 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. Students who previously completed a master's degree with Walden in the same discipline area are not eligible for an MPhil.

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

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.
3. Analyze advanced legal concepts pertaining to forensic psychology.
4. Apply advanced research methods to produce independent scholarly research related to forensic psychology.
5. Evaluate assessment elements within forensic psychology settings.
6. Apply relevant ethical codes to decision-making in forensic work settings.
7. Integrate principles of forensic psychology and professional activities to promote social change.

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 - Law Enforcement Psychology (5 credits)

Specialization in Criminal Justice Self-Designed (Not Currently Accepting New Students)

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.

Specialization in Crisis Leadership Management (Not Currently Accepting New Students)

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 (Not Currently Accepting New Students)

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 - Law Enforcement 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 (Not Currently Accepting New Students)

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 communitybased programs, with an emphasis on preventing and reducing criminal behavior as well as understanding victimization.

Specialization Courses (15 credits)

Students may choose three 5-credit courses from the list below that are all PhD in Forensic Psychology doctoral level courses.

FPSY 8201 - Psychological Aspects of Violent Crime (5 credits)

FPSY 8202 - Criminal Investigative Analysis and Profiling (5 credits)
FPSY 8203 - Victimology (5 credits)
FPSY 8204 - Sex Offender Behavior and Treatment (5 credits)
FPSY 8205 - Psychological Aspect of Cyber Crimes (5 credits)
FPSY 8206 - Family Violence (5 credits)
FPSY 8207 - Advanced Threat Assessment and Management (5 credits)
FPSY 8209: Advanced Issues in Law Enforcement Psychology (5 credits)
FPSY 8210: Advanced Victim Issues (5 credits)
FPSY 8511 - Treatment of Forensic Populations (5 credits)
FPSY 8512 - Juvenile Justice, Delinquency, and Development* (5 credits)
FPSY 8521 - Law Enforcement Psychology (5 credits)
FPSY 8522 - Psychology in the Legal System (5 credits)
FPSY 8762 - Teaching of Psychology (5 credits)
FPSY 8785 - Prevention: Research and Practice* (5 credits)
FPSY 8810 - Community Psychology (5 credits)
FPSY 8910 - Legal Issues and Social Change in Forensic Psychology (5 credits)

Specialization in Victimology (Not Currently Accepting New Students)

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 8511 - Treatment of Forensic Populations (5 credits)
FPSY 8333 - Vicarious Trauma and Compassion Fatigue (5 credits)

OR

FPSY 8748 - Stress and Coping (5 credits)

Learning Tracks

There are two tracks in the PhD in Forensic Psychology:

- **Track 1:** For Those Entering With a Master's Degree in Forensic Psychology
- **Track 2:** For Those Entering With a Bachelor's Degree or Master's Degree in Unrelated Field

Degree Requirements

Track 1: For Those Entering With a Master's Degree in Forensic Psychology

Minimum Degree Requirements

- Doctoral Writing Assessment
- Foundation course (3 credits)
- Core courses (20 credits)
- Research courses (15 credits)
- Specialization courses (15 credits)
- Completion of Doctoral Dissertation
 - Dissertation support courses (7 credits)
 - Dissertation Companion courses (5 credits; continuously enrolled in 1 credit per term for a minimum of 5 terms until completed)
 - Dissertation course (15 credits; continuously enrolled for a minimum of 3 terms until completed)
- Four PhD residencies

Curriculum

Foundation Course (3 credits)

FPSY 8002 - Foundations of Graduate Study in Psychology (3 credits)

Core Courses (20 credits)

FPSY 8316 - Interviewing in Psycholegal Settings (5 credits)

FPSY 8314 - Program Evaluation (5 credits)

FPSY 8400 - Advanced Issues in Forensic Psychology (5 credits)

FPSY 8214 - Consulting for Organizational Change (5 credits)

Research Courses (15 credits)

RSCH 8310F - Qualitative Reasoning and Analysis* (5 credits)

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

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

- Students may take this a non-degree course.

RSCH 8360 - Advanced Qualitative Reasoning and Analysis (5 credits)

- Students may take this a non-degree course.

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:
 - 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 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.
- **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 8185 - Writing a Quality Prospectus in Psychology (5 credits)

AND

FPSY 8700 - Dissertation Literature Review Lab (2 credits)

FPSY 8991: Dissertation Companion Course 1: Welcome to the Dissertation Journey! (1 credit)

FPSY 8992: Dissertation Companion Course 2: Building Knowledge and Skills (1 credit)

FPSY 8993: Dissertation Companion Course 3: Establishing Research Questions and Frameworks (1 credit)

FPSY 8994: Dissertation Companion Course 4: Developing Methods and Maintaining Alignment (1 credit)

FPSY 8995: Dissertation Companion Course 5: Transition to Candidacy (1 credit)

FPSY 9000 - Dissertation (5 credits per term 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. 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

Quarter	Course	Credits
Quarter 1	FPSY 8002 - Foundations of Graduate Study in Psychology	3 credits
	FPSY 8316 - Interviewing and Observation within a Forensic Setting	5 credits
Complete Residency 1 as soon as you begin your program; should be completed in Term 1 or Term 2.		
Quarter 2	FPSY 8XXX - Specialization Course 1	5 credits
	FPSY 8991 - Dissertation Companion Course 1: Welcome to the Journey!	1 credit
Quarter 3	RSCH 8310F - Qualitative Reasoning and Analysis	5 credits
	FPSY 8992 - Dissertation Companion Course 2: Building Knowledge and Skills	1 credit
	FPSY 8314 - Program Evaluation	5 credits
	FPSY 8XXX - Specialization Course 2	5 credits
Complete Residency 2 at the beginning of your second year, around the time of second research course.		
Quarter 4	RSCH 8260F - Advanced Quantitative Reasoning and Analysis	5 credits
	FPSY 8993 - Dissertation Companion Course 3: Establishing Research and Frameworks	1 credit
Quarter 5	FPSY 8400 - Advanced Issues in Forensic Psychology	5 credits
	FPSY 8994 Dissertation Companion Course 4: Developing Methods and Maintaining Alignment	1 credit
	RSCH 8360F Advanced Qualitative Reasoning and Analysis	5 credits
Quarter 6	FPSY 8700 Dissertation Literature Lab	2 credits
	FPSY 8XXX Specialization Course 3	5 credits
Quarter 7	FPSY 8185 Writing a Quality Prospectus	5 credits
	FPSY 8995 Dissertation Companion Course 5: Transition to Candidacy	1 credit
	FPSY 8214 Consulting for Organizational Change	5 credits
Quarter 8+	FPSY 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:		
• 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 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>		
Optional: Complete a dissertation intensive (DRWI 8500) during FPSY 9000. 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.

Fast Track Option - Not Currently Accepting New Students

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.

Quarter	Course	Credits
Quarter	FPSY 8002 - Foundations of Graduate Study in Psychology	3 credits
Quarter 1	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 - Quantitative Reasoning and Analysis 5 credits	
	FPSY 8412 - Research Foundations OR RSCH 83100 Qualitative Reasoning and Analysis	
	Complete Residency 2 around the time of second research course.	
	FPSY 9000 - Dissertation *	1 credits
Quarter 2	APSY 8XXX Specialization Course 1	5 credits
	RSCH 8360 - Advanced Qualitative Reasoning and Analysis	5 credits
	APSY 8XXX Specialization Course 2	5 credits
	FPSY 9000 - Dissertation *	1 credits
Quarter 3	FPSY 8126 - Understanding Violence, Risk, and Threat Assessment	5 credits
	APSY 8XXX Specialization Course 3	5 credits
	RSCH 8260 - Advanced Quantitative Reasoning and Analysis	5 credits
	FPSY 8700 - Dissertation Literature Review Lab	2 credits
	FPSY 9000 - Dissertation *	1 credits
Quarter 4	FPSY 8910 - Legal Issues and Social Change in Forensic Psychology	5 credits
	FPSY 8400 - Advanced Issues in Forensic Psychology	5 credits
	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 **	2 credits
	Complete Residency 4 while in the development stage of your Proposal:	
	• 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 5+	FPSY 9000 - Dissertation	5 credits per term for a minimum of 3 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 9000 aligns with APSY 9000A Dissertation Prep.

** FPSY 9000 aligns with APSY 9000B Dissertation Prep.

Track 2: For Those Entering With a Bachelor's Degree or Master's Degree in Unrelated Field

Minimum Degree Requirements

- Doctoral Writing Assessment
- Foundation 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 Companion courses (5 credits; continuously enrolled in 1 credit per term for a minimum of 5 terms until completed)
 - Dissertation writing courses (5 credits per term for a minimum of three 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 (40 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 8316 - Interviewing in Psycholegal Settings (5 credits)

FPSY 8314 - Program Evaluation (5 credits)

FPSY 8400 - Advanced Issues in Forensic Psychology (5 credits)

FPSY 8720 - Abnormal Behavior (5 credits)

Research Courses (25 credits)

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

- Students may take this a non-degree course.

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)

- Students may take this a non-degree course.

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:
 - 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 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.
- **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 8185 - Writing a Quality Prospectus in Psychology (5 credits)

AND

FPSY 8700 - Dissertation Literature Review Lab (2 credits)

FPSY 8991: Dissertation Companion Course 1: Welcome to the Dissertation Journey! (1 credit)

FPSY 8992: Dissertation Companion Course 2: Building Knowledge and Skills (1 credit)

FPSY 8993: Dissertation Companion Course 3: Establishing Research Questions and Frameworks (1 credit)

FPSY 8994: Dissertation Companion Course 4: Developing Methods and Maintaining Alignment (1 credit)

FPSY 8995: Dissertation Companion Course 5: Transition to Candidacy (1 credit)

FPSY 9000 - Dissertation (5 credits per term 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. 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 8XXX - Specialization Course 1	5 credits
	FPSY 8135 - Criminal Behavior	5 credits
	FPSY 8991 - Dissertation Companion Course 1: Welcome to the Journey!	1 credit Dissertation
Quarter 3	RSCH 8110F Research Theory, Design and Methods	5 credits
	FPSY 8126 - Understanding Violence, Risk, and Threat Assessment	5 credits FPSY
	8992 Dissertation Companion Course 2: Building Knowledge and Skills	1 credit
Complete Residency 2 at the beginning of your second year, around the time of second research course.		
Quarter 4	FPSY 8316 - Interviewing and Observation within a Forensic Setting	5 credits
	RSCH 8210F - Quantitative Reasoning and Analysis	5 credits
	FPSY 8993 - Dissertation Companion Course 3: Establishing Research and Frameworks	1 credit Questions
Quarter 5	FPSY 8720 - Abnormal Behavior	5 credits
	FPSY 8XXX - Specialization Course 2	5 credits
Quarter 6	RSCH 8310F - Qualitative Reasoning and Analysis	5 credits
	FPSY 8994 - Dissertation Companion Course 4: Developing Methods and Maintaining Alignment	1 credit
Quarter 7	RSCH 8260F - Advanced Quantitative Reasoning and Analysis	5 credits
	FPSY 8314 - Program Evaluation	5 credits
Quarter 8	FPSY 8995 - Dissertation Companion Course 5: Transition to Candidacy	1 credit
	FPSY 8400 - Advanced Issues in Forensic Psychology	5 credits
	RSCH 8360F - Advanced Qualitative Reasoning and Analysis	5 credits
Quarter 9	FPSY 8700 - Dissertation Literature Review Lab	2 credits
	FPSY 8214 - Consulting for Organizational Change	5 credits
Quarter 10	FPSY 8185 - Writing a Quality Prospectus in Psychology	5 credits
	FPSY 8XXX - Specialization Course 3	5 credits
Quarter 11+	FPSY 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:		
• 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 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.		

* 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.

Fast Track Option - Not Currently Accepting New Students

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 Complete Residency 1 as soon as you begin your program; should be completed in Term 1 or Term 2.	3 credits
	FPSY 8252 - Themes and Theories of Psychology	5 credits
	FPSY 8720 - Abnormal Behavior *	5 credits
Quarter 2	FPSY 8135 - Criminal Behavior	5 credits
	FPSY 8116 - Understanding Forensic Psychology Research Understanding Violence, Risk, and Threat Assessment	5 credits 5 credits
	FPSY 9000 - Dissertation **	1 credits
Quarter 3	FPSY 8762 - Teaching of Psychology	5 credits
	RSCH 8210 - Quantitative Reasoning and Analysis	5 credits
	APSY 8XXX Specialization #1	5 credits
	FPSY 9000 - Dissertation **	1 credits
Quarter 4	RSCH 8310 - Qualitative Reasoning and Analysis Complete Residency 2 at the beginning of your second year, around the time of second research course (RSCH 8310).	5 credits
	FPSY 8314 - Program Evaluation	5 credits
	RSCH 8260 - Advanced Quantitative Reasoning and Analysis	5 credits
	FPSY 9000 - Dissertation **	1 credits
Quarter 5	APSY 8XXX Specialization #2	5 credits
	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 6	FPSY 8214 - Consulting for Organizational Change	5 credits
	APSY 8XXX Specialization #3	5 credits
	FPSY 8185 - Writing a Quality Prospectus in Psychology Complete Residency 3 once you have a prospectus in Walden's review system.	5 credits
	FPSY 9000 - Dissertation **	1 credits
	Complete Residency 4 while in the development stage of your Proposal:	
	• 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 7+	FPSY 9000 - Dissertation	5 credits per term for a minimum of 3 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:
 - 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. Students who previously completed a master's degree with Walden in the same discipline area are not eligible for an MPhil.

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

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 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 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

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.

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.

Specialization Courses (15 credits)

HUMN 8XXX - Elective

HUMN 8237 - Advanced Program Evaluation (5 credits)

HUMN 8338 - Crisis, Trauma, and Disaster Response (5 credits)

Specialization in Advanced Research

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.

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.

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)

- Students may take this a non-degree course.

OR

RSCH 8460 - Advanced Mixed-Methods Reasoning and Analysis (5 credits)

Specialization in Community and Social Services

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.

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.

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

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.

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.

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

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.

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.

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.

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.

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)

Specialization in Higher Education

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.

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.

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 [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	5 credits
	AHUM 9001A - Dissertation Residency	1 credits
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	5 credits
	AHUM 9001A - Dissertation Residency	1 credits
Quarter 5	HUMN 8237 - Advanced Program Evaluation Specialization or Elective Course	5 credits 5 credits
	HUMN 8660 - Social Change, Leadership, and Advocacy for Human Services Professional Practitioners	5 credits
	AHUM 9001A - Dissertation Residency	1 credits
Quarter 6	HUMN 8550 - Preparing for Dissertation Specialization or Elective Course	5 credits 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
Quarter	Course	Credits
	Residency	
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

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.

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.

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.

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.

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)

Specialization in Military Families and Culture

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.

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.

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)

Specialization in Studies in Aging

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.

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.

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 accepting 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
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
Quarter 2	RESI 8401 - PhD Residency 1	
	HUMN 8011 - Interviewing and Case Management in Human and Social Services	5 credits
	HUMN 8152 - Human and Social Services Administration [Removed 11/14/2022]	5 credits
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
	HUMN 8207 - Grant Writing	5 credits
Quarter 5	HUMN 8810 - Community Psychology	5 credits
	RSCH 8210 - Quantitative Reasoning and Analysis	5 credits
	RESI 8403 - PhD Residency 3	
Quarter 6	HUMN 8210 - Management and Leadership Development in Human and Social Services	5 credits
	RSCH 8310 - Qualitative Reasoning and Analysis	5 credits
Quarter 7	HUMN 8237 - Advanced Program Evaluation	5 credits
	HUMN 8785 - Social Change in Action: Prevention, Consultation, and Advocacy	5 credits
Quarter 8	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 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 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
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
Quarter 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
Quarter 3	HUMN 8810 - Community Psychology	5 credits
	RSCH 8210 - Quantitative Reasoning and Analysis	5 credits
Quarter 4	RESI 8402 - PhD Residency 2	
	HUMN 8207 - Grant Writing	5 credits
	RSCH 8310 - Qualitative Reasoning and Analysis	5 credits
Quarter 5	RESI 8403 - PhD Residency 3	
	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 8404 - PhD Residency 4	5 credits
	RSCH 8260 - Advanced Quantitative Reasoning and Analysis	
	OR	
	RSCH 8360 - Advanced Qualitative Reasoning and Analysis	
	OR	
Quarter 8–11+	RSCH 8460 - Advanced Mixed-Methods Reasoning and Analysis	
	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 Services	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	5 credits
	RESI 8402 - PhD Residency 2	
Quarter 4	HUMN 8207 - Grant Writing	5 credits
	RSCH 8310 - Qualitative Reasoning and Analysis	5 credits
	RESI 8403 - PhD Residency 3	
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	5 credits
	HUMN 8550 - Preparing for Dissertation	5 credits
	RESI 8404 - PhD Residency 4	

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

*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 Services	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
	HUMN 8152 - Human and Social Services Administration [Removed 11/14/2022]	5 credits
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
	HUMN 8207 - Grant Writing	5 credits
Quarter 5	HUMN 8451 - Public Policy Analysis	5 credits
	RSCH 8210 - Quantitative Reasoning and Analysis	5 credits
	RESI 8403 - PhD Residency 3	
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 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 a BS Degree (Track 2)

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
	RESI 8401 - PhD Residency 1	
Quarter 2	HUMN 8011 - Interviewing and Case Management in Human and Social Services	5 credits
	HUMN 8152 - Human and Social Services Administration [Removed 11/14/2022]	5 credits
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
	HUMN 8207 - Grant Writing	5 credits
Quarter 5	HUMN 8451 - Public Policy Analysis	5 credits
	RSCH 8210 - Quantitative Reasoning and Analysis	5 credits
	RESI 8403 - PhD Residency 3	
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 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 1	HUMN 8000 - Foundations of Graduate Study in Human Services	3 credits
Quarter	Course	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	5 credits
	AHUM 9001A - Dissertation Residency	1 credits
Quarter 3	Specialization or Elective Course	5 credits
	RSCH 8310 - Qualitative Reasoning and Analysis	5 credits
	AHUM 9001A - Dissertation Residency	1 credits
	HUMN 8237 - Advanced Program Evaluation Residency	5 credits

Quarter 4	Specialization or Elective Course	5 credits
	HUMN 8207 - Grant Writing	5 credits
	HUMN 8550 - Preparing for Dissertation	5 credits
	AHUM 9001A - Dissertation	1 credits
Quarter 5	Residency	
	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
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)

- Students may take this a non-degree course.

RSCH 8360 - Advanced Qualitative Reasoning and Analysis (5 credits)

- Students may take this a non-degree course.

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
Quarter 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
Quarter 2	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
Quarter 3	RSCH 8210 - Quantitative Reasoning and Analysis	5 credits
	Elective/Specialization Course	5 credits
	HUMN 9002A - Communities of Practice and Research 2	1 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
Quarter 7	Complete residency 3 between terms 6 and 7; required in order to advance into HUMN 9000/9001.	0 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

	Complete residency 4 after your prospectus is approved as:	0 credits
	• 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.	
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)

- Students may take this a non-degree course.

RSCH 8360 - Advanced Qualitative Reasoning and Analysis (5 credits)

- Students may take this a non-degree course.

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 a BS Degree (Track 2)

Students undertake courses in the following sequence.

Quarter	Course	Credits
Quarter 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
Quarter 2	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
Quarter 3	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 4	HUMN 8209 - Human Services Theory	5 credits
	HUMN 8304 - Data as Evidence	5 credits
	HUMN 9003A - Communities of Practice and Research 3	1 credits
Quarter 5	HUMN 8161 - Assessment and Motivational Interviewing	5 credits
	HUMN 8208 - Teaching in Human Services	5 credits
Quarter 6	RSCH 8210 - Quantitative Reasoning and Analysis	5 credits
	HUMN 8207 - Grant Writing	5 credits
Quarter 7	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 8	Elective/Specialization Course	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
	HUMN 9005A - Communities of Practice and Research 5	1 credits
Quarter 9	HUMN 8550 - Preparing for Dissertation	5 credits
	Elective/Specialization Course	5 credits
Quarter	Course	Credits
Quarter 10+	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 • 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.	0 credits
	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.

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. Students who previously completed a master's degree with Walden in the same discipline area are not eligible for an MPhil.

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

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

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 Track 1

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	5 credits
	PSYC 8745 - Health Psychology	5 credits
Quarter 2	PSYC 8412 - Research Foundations	5 credits
	PSYC 8214 - Consulting for Organizational Change	5 credits
	PSYC 8226 - Biopsychology	5 credits
Quarter 3	PSYC 9000 - Dissertation ¹	1 credits
	RSCH 8360 - Advanced Qualitative Reasoning and Analysis	5 credits
	PSYC 8315 - Program Evaluation	5 credits
Quarter 4	PSYC 8747 - Psychoneuroimmunology	5 credits
		1 credits
		5 credits
Quarter 5		5 credits
		2 credits
		1 credits
Quarter 6–8+		5 credits
		5 credits
		2 credits
		5 credits per term for a minimum of 3 terms; taken continuously until completion

¹ PSYC 9000 aligns with APSY 9000A Dissertation Prep.

²PSYC 8315 aligns with APSY 8314.

PSYC 9000 - Dissertation ²
 RSCH 8260 - Advanced Quantitative Reasoning and Analysis
 PSYC 8242 - Changing Health Behavior: Theory and Practice
 PSYC 8702 - Dissertation Literature Review Lab ⁴
 PSYC 9000 - Dissertation³
 PSYC 8920R - Research Practicum **OR** PSYC 8920T - Teaching
 Practicum
 PSYC 8185 - Writing a Quality Prospectus
 PSYC 9000 - Dissertation ⁴
 PSYC 9000 - Dissertation

Quarter	Course	Credits
Quarter 1	PSYC 8004 - Foundations for Graduate Study in Psychology	3 credits
Quarter	Course	Credits
	PSYC 8252 - Themes and Theories of Psychology	5 credits

² PSYC 9000 aligns with APSY 9000A Dissertation Prep.

⁴PSYC 8702 aligns with APSY 8700.

³ PSYC 9000 aligns with APSY 9000A Dissertation Prep.

⁴ PSYC 9000 aligns with APSY 9000B Dissertation Prep.

Fast-Track Option Course Sequence for Track 2

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 2	PSYC 8215 - Lifespan Development ¹	5 credits
Quarter 3	PSYC 8701 - Culture and Psychology	5 credits
Quarter 4	RSCH 8110 - Research Theory, Design, and Methods	5 credits
Quarter 5	PSYC 8745 - Health Psychology	5 credits
Quarter 6	PSYC 9000 - Dissertation ²	1 credits
Quarter 7 - 9+	PSYC 8762 - Teaching of Psychology	5 credits
	RSCH 8210 - Quantitative Reasoning and Analysis	5 credits
	PSYC 8226 - Biopsychology	5 credits
	PSYC 9000 - Dissertation ³	2 credits
	PSYC 8412 - Research Foundations	5 credits
	PSYC 8214 - Consulting for Organizational Change	5 credits
	PSYC 8747 - Psychoneuroimmunology	5 credits
	PSYC 9000 - Dissertation ⁴	2 credits
	RSCH 8360 - Advanced Qualitative Reasoning and Analysis	5 credits
	PSYC 8315 - Program Evaluation ⁵	5 credits
	PSYC 8242 - Changing Health Behavior: Theory and Practice ⁶	5 credits
	PSYC 8702 - Dissertation Literature Review Lab ⁷	2 credits
	RSCH 8260 - Advanced Quantitative Reasoning and Analysis	5 credits
	PSYC 8185 - Writing a Quality Prospectus	5 credits
	PSYC 8920R - Research Practicum OR PSYC 8920T - Teaching Practicum	5 credits
	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.

Specialization in Research in Psychology

Specialization in Social Psychology

Specialization in Teaching in Psychology

Specialization in Self-Designed

Learning Tracks

There are two tracks in the PhD in Psychology:

- **Track 1:** For Those Entering With a Master's Degree in Psychology or Related Field
- **Track 2:** For Those Entering With a Bachelor's Degree or Master's Degree in Unrelated Field

Each track also offers a **Fast Track** option. With our Fast-Track Option, you increase your course load each term and begin your dissertation early to expedite your path through the program.

Degree Requirements

Track 1: For Those Entering With a Master's Degree in Psychology or Related Field

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 8214 - Consulting for Organizational Change* (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)

- Students may take this a non-degree course.

RSCH 8360 - Advanced Qualitative Reasoning and Analysis (5 credits)

- Students may take this 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.

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 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.	
	PSYC 8214 - Consulting for Organizational Change	5 credits
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	5 credits Practicum
Quarter 7	Specialization Course	5 credits
	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 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.		

* 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: For Those Entering With a Bachelor's Degree or Master's Degree in Unrelated Field

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)

- Students may take this a non-degree course.

RSCH 8360 - Advanced Qualitative Reasoning and Analysis (5 credits)

- Students may take this a non-degree course.

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 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
Quarter 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.	
Quarter 2	PSYC 8215 - Lifespan Development	5 credits
	PSYC 8701 - Culture and Psychology	5 credits

Quarter 3	RSCH 8110 - Research Theory, Design, and Methods PSYC 8762 - Teaching of Psychology	5 credits 5 credits
Quarter 4	RSCH 8210 - Quantitative Reasoning and Analysis Complete Residency 2 at the beginning of your second year, around the time of second research course. Specialization Course*	5 credits 5 credits 5 credits
Quarter 5	PSYC 8412 - Research Foundations Specialization Course*	5 credits 5 credits
Quarter 6	RSCH 8360 - Advanced Qualitative Reasoning and Analysis PSYC 8214 - Consulting for Organizational Change	5 credits 5 credits
Quarter 7	RSCH 8260 - Advanced Quantitative Reasoning and Analysis	5 credits
Quarter	Course Specialization Course*	Credits 5 credits
Quarter 8	PSYC 8315 - Program Evaluation PSYC 8702 - Dissertation Literature Review Lab	5 credits 2 credits
Quarter 9	PSYC 8920R - Research Practicum OR PSYC 8920T - Teaching Practicum Specialization Course*	5 credits 5 credits
Quarter 10	PSYC 8185 - Writing a Quality Prospectus Complete Residency 3 once you have a prospectus in Walden's review system.	5 credits
Quarter 11+	PSYC 9000 - Dissertation ** 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.	5 credits per term for a minimum of 4 terms; taken continuously until completion

* 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:
 - 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. Students who previously completed a master's degree with Walden in the same discipline area are not eligible for an MPhil.

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.

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 (not currently accepting new students)

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



Walden's Bachelor of Social Work is accredited by the Council on Social Work Education's (CSWE) Commission on Accreditation, a specialized accrediting body recognized by the Council for

Higher Education Accreditation (CHEA). Accreditation of a baccalaureate or master's social work program by the Council on

Social Work Education's Commission on Accreditation indicates that it meets or exceeds criteria for the assessment of program quality evaluated 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 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 worker.
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) Commission on Accreditation. Accreditation of a baccalaureate or master's social work program by the Council on Social Work

Education's Commission on Accreditation indicates that it meets or exceeds criteria for the assessment

of program quality evaluated 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. Develop a professional orientation and identity as a social worker.

2. Apply legal and ethical standards in the administration of social work.
3. Apply principles of advocacy that promote cultural understanding and positive social change in individuals, communities, and society.
4. Utilize evidence-based research and critical thinking skills to inform 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. Apply knowledge and skills in the areas of engagement, assessment, intervention, and evaluation with individuals, families, groups, organizations, and communities.

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
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
Program Goals	CSWE Competencies
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)
- Two Field Experience Preparation courses (0 credit)
- 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.
 - 3 weeks online
 - 3 days face-to-face or virtual synchronous sessions
 - 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. More than two courses may be taken in a term as long as the prerequisites are met.
- 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)
- One Field Experience Preparation course (0 credit)
- 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 or electives 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.

Focus in Addictions

Focus in Child and Family

Focus in Healthcare

Focus in Military

Focus in Trauma

Electives

SOCW 6219 - Telehealth (5 credits)

SOCW 6221 – Macro Social Work and Social Change (5

credits) **Field Experience Courses (12 credits)**

FESH 6500 – Field Experience Preparation (0 credit)

SOCW 6500 - Social Work Field Education I (3 credits)

SOCW 6510 - Social Work Field Education II (3 credits)

FESH 6520 – Field Experience Preparation (0 credit)

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
	FESH 6500 - Field Experience Preparation	0 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 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
	FESH 6520 - Field Experience Preparation	0 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
Quarter 10	Elective Course 2	5 credits
	SOCW 6530 - Social Work Field Education IV	3 credits
Quarter 11	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.

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 6301 - Social Work Practice Research I	5 credits

	SOCW 6051 - Diversity, Human Rights, and Social Justice	5 credits
	SOCW 6210 - Human Behavior and the Social Environment II	5 credits
	SWLB 0651 - Skills Lab I	1 credits
	FESH 6500 - Field Experience Preparation	0 credits
Quarter 3	SOCW 6500 - Social Work Field Education I	3 credits
	SOCW 6351 - Social Policy, Welfare, and Change	5 credits
Quarter 4	SOCW 6510 - Social Work Field Education II	3 credits
	SOCW 6060 - Social Work Theory and Clinical Practice	5 credits
Quarter 5	SOCW 6111 - Advanced Clinical Social Work Practice I	5 credits
	SOCW 6361 - Social Policy: Analysis and Advocacy	5 credits
	SOCW 6311 - Social Work Practice Research II	5 credits
Quarter 6	SOCW 6121 - Advanced Clinical Social Work Practice II	5 credits
	SWLB 0652 - Skills Lab II	1 credits
	FESH 6520 - Field Experience Preparation	0 credits
	SOCW 6090 - Psychopathology and Diagnosis for Social Work Practice	5 credits
Quarter 7	Elective Course 1	5 credits
	SOCW 6070 - Supervision, Leadership, and Administration in Social Work Organizations	5 credits
	SOCW 6520 - Social Work Field Education III	3 credits
Quarter	Course	Credits
Quarter 8	Elective Course 2	5 credits
	Elective Course 3 (Optional)	5 credits
	SOCW 6530 - Social Work Field Education IV	3 credits

Course Sequence: Advanced Standing

The recommended course sequence is as follows:

Quarter	Course	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
Quarter 3	SOCW 6121 - Advanced Clinical Social Work Practice II	5 credits
	SOCW 6090 - Psychopathology and Diagnosis for Social Work Practice	5 credits
	SWLB 0652 - Skills Lab II	1 credits
	FESH 6520 - Field Experience Preparation	0 credits

Quarter 4	SOCW 6070 - Supervision, Leadership, and Administration in Social Work Organizations	5 credits
	Elective Course 1	5 credits
Quarter 5	SOCW 6520 - Social Work Field Education III	3 credits
	Elective Course 2	5 credits
Quarter 6	SOCW 6530 - Social Work Field Education IV	3 credits
	Elective Course 3 (optional)	5 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

Field Experience Preparation

Walden is committed to providing students with resources and support in preparation of field experience(s). To help ease anxiety in the field experience process, Walden offers a 0-credit Field Experience Preparation course, a structured experience that guides students through the application process and currently available readiness resources. The course is designed to complement other prerequisite courses needed in preparation for field experience(s). The goal is that students submit their field experience application by the end of the course. Of course, there may be reasons why a field experience needs to be postponed, or the readiness course may not be needed if a field experience opportunity has already been secured. In this instance, students may opt-out of the course. By opting out of the Field Experience Preparation course without having submitted a complete field experience application you are notifying Walden that you have chosen to delay the beginning of your field experience indefinitely, it is your responsibility to notify Walden when you plan to begin the field experience component of your program. In some instances, opting out of the Field Experience Preparation course indicates the foundational components of the field experience process have been satisfied and submission of the field experience application is pending. While the course is not yet available for Tempo

students, the same readiness resources are available to Tempo students seeking field experience.

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-toDegree Completion policies.

Concentration in Advanced Clinical Practice (not currently accepting new students)

Concentration in Military Social Work (not currently accepting new students)

Concentration in Social Work in Healthcare (not currently accepting new students)

Concentration in Social Work With Children and Families (not currently accepting new students)

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.

Accreditation Statement



Walden University's Doctor of Social Work (DSW) program is accredited by the Council on Social Work Education's (CSWE) Commission on Accreditation. Accreditation of a baccalaureate, master's, or practice doctorate social work program by the Council on Social Work Education's

Commission on Accreditation indicates that it meets or exceeds criteria for the assessment of program quality evaluated 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.

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
 - Building Doctoral Socialization and Competency (1 credits per term for five terms)
 - Doctoral Study Action Research Project (5 credits per term; taken continuously until completion)
 - 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)

- Students may take this a non-degree course.

OR

RSCH 8360 - Advanced Qualitative Reasoning and Analysis (5 credits)

- Students may take this 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. Changing specializations may increase a student's expected time-to-degree completion and cost.

Specialization in Advanced Clinical Practice and Supervision

Specialization in Impact Leadership in Social Work Administration

Specialization in Social Work Education

Specializations Not Currently Accepting New Students

Specialization in Addictions and Social Work (not currently accepting new students)

Specialization in Clinical Expertise (not currently accepting new students)

Specialization in Criminal Justice (not currently accepting new students)

Specialization in Disaster, Crisis, and Intervention (not currently accepting new students)

Specialization in Family Studies and Intervention (not currently accepting new students)

Specialization in Medical Social Work (not currently accepting new students)

Specialization in Policy Practice (not currently accepting new students)

Specialization in Social Work Administration (not currently accepting new students)

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 three 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 8210K 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	1 credits
Quarter 3	Specialization Course 1	5 credits
	SOCW 8117 - Diversity and Multiculturalism	5 credits
	SOCW 8602 - Building Doctoral Socialization and Competency 2	1 credits
Quarter 4	RSCH 8210 - Quantitative Reasoning and Analysis	5 credits
	OR	
	RSCH 8310 - Qualitative Reasoning and Analysis	
	SOCW 8137 - Contemporary Issues, Social Change, and Social Policy	5 credits
Quarter 5	SOCW 8603 - Building Doctoral Socialization and Competency 3	1 credits
	Specialization Course 2	5 credits
	SOCW 8138 - Program and Practice Evaluation	5 credits
	SOCW 8604 - Building Doctoral Socialization and Competency 4	1 credits
Quarter 6	Specialization Course 3	5 credits

Quarter 7+	RSCH 8260 - Advanced Quantitative Reasoning and Analysis	5 credits
	OR	
	RSCH 8360 - Advanced Qualitative Reasoning and Analysis	
	SOCW 8605 - Building Doctoral Socialization and Competency 5	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

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

Specialization in Impact Leadership in Social Work Administration

Specialization in Social Work Education

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)

- Students may take this a non-degree course.

RSCH 8360 - Advanced Qualitative Reasoning and Analysis (5 credits)

- Students may take this a non-degree course.

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 (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 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)

Specialization in Clinical Expertise (not currently accepting new students)

Specialization in Criminal Justice (not currently accepting new students)

Specialization in Disaster, Crisis, and Intervention (not currently accepting new students)

Specialization in Family Studies and Intervention (not currently accepting new students)

Specialization in Medical Social Work (not currently accepting new students)

Specialization in Policy Practice (not currently accepting new students)

Specialization in Social Work Administration (not currently accepting new students)

Course Sequence

Quarter	Course	Credits
Quarter 1	SOCW 8002 - Foundations of Graduate Study	3 credit
	SOCW 8110 - Advanced Social Work Theory and Practice	5 credits
Quarter 2	Complete Residency 1 as soon as you begin your program; should be completed in Term 1 or Term 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 credit
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 credit
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 credit
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 credit
Complete Residency 3 once you have a prospectus in Walden's review system.		
Quarter 6	Specialization Course 3	5 credits
	RSCH 8260 - Advanced Quantitative Reasoning and Analysis 5 credits	
Quarter 7	SOCW 9005A - Building Doctoral Socialization and Competency 5	1 credit
	SOCW 8550 - Preparing for Dissertation	5 credits
Quarter 8+	SOCW 9000 - Dissertation*	5 credits per term for a minimum of 3 terms; taken continuously until completion

Quarter	Course	Credits
	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 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 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

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 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.

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 (121-126 credits with optional 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 (10-15 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 6001- Professional Dispositions and New Student Orientation (1 credit)

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.

OR

COUN 6320 - Group Counseling in the Schools* (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 (10-15 credits)

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

Specialization in Addiction Counseling

Specialization in Forensic Counseling

Specialization in Marriage, Couple, and Family Counseling

Specialization in Military Families and Culture

Specialization in Play Therapy

Specialization in Rehabilitation Counseling

Specialization in State Education (only for students with specific state requirements)

Specialization in Trauma and Crisis Counseling

Specialization in Telehealth Counseling, Private Practice, and Supervision

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)

FESH 6401 – Field Experience Preparation (0 credit)

DDLB 621L - Clinical Mental Health PrePracticum 2 (0

credits) **Field Experience (15–21 credits)**

COUN 6671 - Counseling Practicum (3–5 credits)

COUN 6682 - Counseling Internship I (3–5 credits)

COUN 6682 - Counseling Internship II (3–5 credits)
 COUN 6500 - School Counseling Internship I (3 credits)
 COUN 6501 - School Counseling Internship II (3 credits)

Course Sequence

Students undertake courses in the following sequence.

Quarter	Course	Credits
Quarter 1	COUN 6001 - Professional Dispositions and New Student Orientation	1 credit
	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
Eligible to take Pre-Practicum 1 – DDLB 611L (Must be completed before COUN 6250 or COUN 6320)		
Quarter 4	DDLB 611L- Clinical Mental Health PrePracticum 1	0 credits
	COUN 6723 - Multicultural Counseling	5 credits
Quarter 5	COUN 6360 - Assessment in Counseling and Education	5 credits
	COUN 6215 - Lifespan Development	5 credits
	COUN 6720 - Diagnosis and Assessment	5 credits
Must complete Pre-Practicum 1 before moving forward		
Quarter 6	COUN 6250 - Group Process and Dynamics	5 credits
	OR	
	COUN 6320 - Group Counseling and Guidance in the Schools	
	GRPL 6100 - Counseling Group Lab	0 credits
Quarter 7	COUN 6317 - Child and Adolescent Counseling	5 credits
	Eligible to take Pre-Practicum 2 – DDLB 621L (Must be completed before COUN 6626)	
	DDLB 621L - Clinical Mental Health PrePracticum 2	0 credits
	COUN 6726 - Couples and Family Counseling	5 credits
Quarter 8	COUN 6753 - Career Counseling	5 credits
	COUN 6311 – Leadership, Advocacy, and Consultation in the Schools	5 credits
	COUN 6336 - Crisis, Trauma, and Disaster Response	5 credits
Quarter 9	COUN 6730 - Counseling Addictive Disorders	5 credits
	COUN 6743 - Psychopharmacology	5 credits
	Must complete Pre-Practicum 2 before moving forward	
Quarter 10	FESH 6671 - Field Experience Preparation	0 credits
	COUN 6626 – Research Methodology and Program Evaluation	5 credits
Quarter 11	COUN 6785 – Social Change in Action: Prevention, Consultation, and Advocacy	5 credits
	COUN 6671 - Counseling Practicum	3–5 credits
Quarter 12	COUN 6682 - Counseling Internship I	3–5 credits
Quarter 13	COUN 6682 - Counseling Internship II	3–5 credits

Quarter 14	COUN 6500 - School Counseling Internship I	3 credits
Quarter 15	COUN 6501 - School Counseling Internship II	3 credits
Optional specialization courses may be taken in quarters along with internships (Quarters 12, credits 13, 14, and 15).		10

Field Experience Preparation

Walden is committed to providing students with resources and support in preparation of field experience(s). To help ease anxiety in the field experience process, Walden offers a 0-credit Field Experience Preparation course, a structured experience that guides students through the application process and currently available readiness resources. The course is designed to complement other prerequisite courses needed in preparation for field experience(s). The goal is that students submit their field experience application by the end of the course. Of course, there may be reasons why a field experience needs to be postponed, or the readiness course may not be needed if a field experience opportunity has already been secured. In this instance, students may opt-out of the course. By opting out of the Field Experience Preparation course without having submitted a complete field experience application you are notifying Walden that you have chosen to delay the beginning of your field experience indefinitely, it is your responsibility to notify Walden when you plan to begin the field experience component of your program. In some instances, opting out of the Field Experience Preparation course indicates the foundational components of the field experience process have been satisfied and submission of the field experience application is pending. While the course is not yet available for Tempo

students, the same readiness resources are available to Tempo students seeking field experience.

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 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.

Note on Licensure

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)
- 2 Field Experience Preparation Courses (0 credit)
- Field experience: (9 credits: 100-hour practicum; 600-hour internship)
- Optional specialization courses (10-15 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; 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 6001- Professional Dispositions and New Student Orientation (1 credit)

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

Specialization in Forensic Counseling

Specialization in Marriage, Couple, and Family Counseling

Specialization in Military Families and Culture

Specialization in Play Therapy

Specialization in Rehabilitation Counseling

Specialization in State Education (only for students with specific state requirements)

Specialization in Trauma and Crisis Counseling

Specialization in Telehealth Counseling, Private Practice, and Supervision

College of Interdisciplinary Undergraduate Studies

The College of Interdisciplinary Undergraduate Studies (CIUS) is the academic unit of Walden University responsible for the general education curriculum and a range of undergraduate programs. Faculty in the college represent the wide array of disciplines contained in general education in addition to the various undergraduate programs. CIUS collaborates with Walden's other colleges and schools in the planning and delivery of undergraduate degree programs. The college also collaborates with Walden's student support units to build and maintain an enriching learning experience for undergraduate students.

Mission

Walden University's College 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 College of Interdisciplinary Undergraduate Studies is the academic unit responsible for the General Education curriculum, a component of all Walden baccalaureate degree programs. The college 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 college's faculty members represent the wide array of disciplines contained in its General Education and undergraduate programs. CIUS collaborates with all academic and student support units in support of a positive university experience for undergraduate students.

Programs

- General Education Curriculum
- BS in Business Administration
- BS in Communication
- BS in Criminal Justice
- BS in Healthcare Management
- BS in Health Studies (no longer accepting new students)
- BS in Human Services

- BS in Psychology
- BS in Public Health

Concentration Options (excludes Tempo Learning®)

Other Undergraduate Options

- Accelerate into Master's (AIM)
- Undergraduate Minors (not currently accepting new students)

Undergraduate Minors

Undergraduate Minors (not currently accepting new students)

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 (not currently accepting new students)

Minor in Communication (not currently accepting new students)

Minor in Criminal Justice (not currently accepting new students)

Minor in Health Promotion and Wellness (not currently accepting new students)

Minor in Health Studies (not currently accepting new students)

Minor in Healthcare Management (not currently accepting new students)

Minor in Psychology (not currently accepting new students)

Minor in Public Health (not currently accepting new students)

General Education Curriculum OLD

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 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.

** Some programs may require a more than 60 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 or HMNT 1002 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)

OR

HMNT 1002 - Thriving in a 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.

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

BS in Accounting
BS in Business Administration
BS in Business Communication
BS in Child Development
BS in Communication
BS in Computer Information Systems
BS in Criminal Justice
BS in Elementary Education
BS in Health Studies
BS in Healthcare Management
BS in Human Services
BS in Information Technology
BS in Nursing (Completion Program)
BS in Psychology
BS in Public Health

BS in Communication_OLD

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 3010 - 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 3020 - 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 - 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.

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

Concentration in Healing, Hierarchy, Healthcare, and Wholeness (not currently accepting new students)

**Concentration in Organizational Society, Branding, and Global
Citizenship (not currently accepting new students)**
**Concentration in Possibilities, Problems, and the Human Condition
(not currently accepting new students)**

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)

CIUS Concentrations

Concentration Options

Students may choose up to three concentrations to tailor their academic journey and deepen their expertise in specific areas of interest. These elective pathways are designed to foster interdisciplinary thinking, skill development, and professional preparation aligned with students' goals. Whether pursuing advanced knowledge in a particular field or exploring complementary disciplines, students can customize their experience to reflect their ambitions and passions.

*Note: *All courses noted with an asterisks may be taken as non-degree unless otherwise noted.*

Accounting

Addiction

Applied Psychology

Child and Adolescent Development

Corrections and Human Services

Crime and Criminal Investigation

**Criminal Justice (This concentration is not available to students enrolled in the
BS in**

Criminal Justice)

Crisis Communication

Disability Studies

Finance

Forensic Psychology

General Psychology

Health Communication

Health Promotion and Wellness

Health Psychology and Behavior

Healthcare Management (This concentration is not available to students enrolled in the BS in Healthcare Management)
Human Development
Human Resource Management
Human Services Leadership
Management
Marketing
Psychology: Individual and Society
Public Relations
Small Business Management

Micro-Credentials Options Micro-Credential Options

Available within the elective space, learners are free to pursue as many micro-credentials as they wish, allowing them to customize their learning journey based on their interests and career goals. These stackable credentials offer focused, skill-based learning opportunities that complement traditional coursework. Whether you are looking to deepen expertise in your discipline, explore interdisciplinary topics, or gain practical skills aligned with industry demands, micro-credentials offer a flexible and accessible pathway to enhance your academic and professional profile. Each micro-credential is designed in collaboration with faculty and industry partners to ensure relevance, rigor, and real-world applicability.

Micro-Credentials

BUSI 3011 - Leadership Workplace Certificate

(5 credits)

Effective leadership requires attention to values and ethics, communication, team empowerment, change management, and more. In this course, students assume a leadership position within a fictional organization. Through discussions, assignments, and interactive resources, they build and ultimately apply their skills to meet a career-related challenge. Students have the opportunity to earn a micro-credential in leadership upon successful completion of the course.

BUSI 3012 - Human Resource Management Workplace Certificate

(5 credits)

An organization is only as good as its people. Human resource professionals have the responsibility of recruiting, training, motivating, and retaining key workforce talent and are therefore vital to the success of any organization. In this course, students develop skills in HR management that can translate across multiple fields and contexts. They take on the role of an HR professional and apply their skills to meet a career-related challenge for a fictional organization. Students have the opportunity to earn a micro-credential in human resource management upon successful completion of the course.

BUSI 3013 - Project Management Skills Workplace Certificate

(5 credits)

Project management involves wearing many different hats—from managing time and deliverables, to negotiating, to establishing trust and building relationships with stakeholders. In this course, students “try on” these hats by exploring project management functions and skills. They assume a project management role to solve a career-related challenge using skills they have developed throughout the course. Students have the opportunity to earn the PMSCP® microcredential as part of the course.

BUSI 3014 - Data Driven Decision Making Workplace Certificate

(5 credits)

Data drives decision making in organizations every day. Data is used to inform initiatives, evaluate projects, and spark change on both small and large scales. In this course, students explore how to analyze and leverage quantitative data in a workplace context. Specifically, they take on the role of a data science consultant who must apply their skills to solve a challenge for a fictional organization. Students have the opportunity to earn a micro-credential in data science upon successful completion of the course.

BUSI 3015 - Online Marketing Workplace Certificate

(5 credits)

The power of online marketing is its ability to reach a large audience and inspire change. In this course, students explore practical strategies and technologies used in the field, including social media and mobile marketing. They assume the role of a marketing professional and apply these strategies and technologies to address challenges faced by a fictional organization. Students have the opportunity to earn the Online Marketing Certified Associate microcredential upon successful completion of the course.

BUSI 3016 - Finance Essentials Workplace Certificate

(5 credits)

Businesses of all types rely on financial managers to help make and carry out decisions related to an organization's financial goals and situation. Understanding key finance concepts provides any professional with skills and knowledge that can promote organizational financial health and support effective decision making. In this course, students develop their financial vocabulary and basic skills in understanding financial calculations and ratios. They assume the role of a finance professional within a fictional organization and apply their skills and knowledge to complete a series of career-related assignments. Students have the opportunity to earn a workplace certificate in finance essentials upon successful completion of the course.

BUSI 3017 - Small Business Management Workplace Certificate

(5 credits)

Running a small business is no small task and it requires knowledge of several key business functions, including finance, accounting, human resources, and marketing. In this course, students explore the variety of responsibilities and opportunities that come with managing a small business. Through interactive resources, discussions, and assignments, they apply their knowledge to address real-world, career-related challenges. Upon successful completion of the course, students have the opportunity to earn a workplace certificate in small business management.

BUSI 3018 - Entrepreneurship Workplace Certificate

(5 credits)

Entrepreneurs envision opportunities and take action, and nowhere is this more evident than in the business world. In this course, students examine what it takes not only to start a new business venture but also how to use their knowledge of business functions to grow their initial idea into a successful enterprise over time. Through their assignments, students assume the role of an entrepreneur and build a plan for a real-world business concept. They have the opportunity to earn a workplace certificate in entrepreneurship upon successful completion of the course.

BUSI 3019 - Workplace Wellness Workplace Certificate

(5 credits)

Many workplaces promote "wellness" programs, often sponsored through Human Resources, that may include promotion of health-focused behaviors and activities for employees. In this course, students examine the dimensions of employee health and wellness and how HR plays a critical role in the development of those programs as well as the organizational policies and culture that support them. They assume the role of an HR professional and use their skills to meet a series of career-related challenges to promote employee health and wellness. Upon successful completion of this course, students have the opportunity to obtain a certificate in workplace wellness.

HLTH 3011 - AI for Healthcare Workplace Certificate

(5 credits)

The use of AI continues to expand across healthcare, whether by providing patients with better information and more personalized treatment options, or by helping healthcare providers increase accountability, address safety needs, and improving quality of care. Students in this course explore the relevance of AI tools to healthcare, as well as ethical and responsible use of AI, and how it can be used to transform healthcare documentation and communications. Students leverage their knowledge and skills to complete real-world, career-focused assignments. Upon successful completion of this course, students have the opportunity to obtain a workplace certificate in AI for healthcare.

General Education Curriculum

General Education

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

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 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.

** Some programs may require a more than 60 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 one course; ENGL 1010 is required)

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 2002 - Fundamentals of Public Speaking* (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 3004 - Communication Theory* (5 credits)

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

COMM 3005 - Business Communication* (5 credits)

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

COMM 3020 - 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.

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.

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.

Humanities

(Minimum of one course; HMNT 1001 or HMNT 1002 is required)

ANTH 3001C - Indigenous Peoples in the Modern World (5 credits)

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.

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.

HMNT 1001 - Living and Learning in the Technological World (6 credits)

OR

HMNT 1002 - Thriving in a 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 one course)

BIOL 1001 - Introduction to Biology* (5 credits)

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

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 one course)

ANTH 3001C - Indigenous Peoples in the Modern World (5 credits)

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)

HIST 2050C - U.S. History Through the Lens of Social Change* (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.

- 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

BS in Elementary Education BS in

Nursing (Completion Program)

BS in Business Administration

BS in Business Administration

The BS in Business Administration program equips students with an array of highly marketable skills, preparing them for key roles across all types and sizes of business organizations.

- Students can choose up to three concentrations, each designed to meet the real demands of today's job marketplace.
- This program emphasizes collaboration and international application of business practices.
- Students can interact and network with esteemed faculty who are active business leaders and practitioners from a wide range of industries.



Note: The BS in Business Administration program is offered in two different learning modalities: the course-based modality and the competency-based modality, Tempo Learning®.

Learning Outcomes

Learning Outcomes

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

- Students may take this as a non-degree course.
 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 CMT Data Page.

Course-Based Program

Degree Requirements

- 181 total quarter credit hours
- General Education courses (46 credits)
- Business courses (40 credits)
- Elective courses (90 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.

Core Courses (40 credits)

BUSI 1015 - Exploring Your Path: Foundations Across Fields* (5 credits)

BUSI 2001 - Business Law* (5 credits)

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

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

BUSI 3010 - Operations Management* (5 credits)

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

DSCI 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.

MRKT 3001 - Marketing* (5 credits)

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

Electives (90 credits)

Choose 18 courses from General Education, Walden bachelor's degree programs, Micro Credentials, or Accelerate Into Master's (AIM) courses. At least 35 credits must be at the 3000 level or higher. Elective credits should total 90 to meet the program requirements. Students may also be eligible to transfer previous credit to meet their elective requirements.

Optional Concentrations (15-30 credits)

Specific electives may meet concentration requirements. These courses are dependent upon the particular concentration. Please refer to the concentration page for details.

Optional Micro Credential Courses

Certain electives provide an opportunity for students to earn a workplace certificate upon successful completion of the course. Please refer to the micro credential page for details.

Capstone Course (5 credits)

BUSI 4925 - Seminar in Reflective and Applied Learning (5 credits)

Concentrations Not Currently Accepting New Students

BS in Business Administration (General Program) (not currently accepting new students)

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

Concentration in Accounting (not currently accepting new students)

Concentration in Data Science (not currently accepting new students)

Concentration in Finance (not currently accepting new students)

Concentration in Healthcare Management (not currently accepting new students)

Concentration in Human Resource Management (not currently accepting new students)

Concentration in Information Systems (not currently accepting new students)

Concentration in Management (not currently accepting new students)

Concentration in Marketing (not currently accepting new students)

Concentration in Small Business Management (not currently accepting new students)

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 competencybased modality.

Degree Requirements

- 181 total quarter credit hours
- General Education courses (45 credits) • Core competencies (61 credits) **or**
 - AIM core competencies (66 credits)

Elective courses (70 credits) **or**

- AIM elective courses (65 credits)
- Capstone competency (5 credits)

BS in Business Administration (General Program)

Accelerate Into Master's

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 Communication

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

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 (40 credits)
- Elective courses (90 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.

Core Courses (40 credits)

COMM 1015 - Exploring Your Path: Foundations Across Fields* (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 2002 - Fundamentals of Public Speaking* (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 3030 - Principles of Public Relations* (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.

Electives (90 credits)

Choose 18 courses from General Education, Walden bachelor's degree programs, Micro Credentials, or Accelerate Into Master's (AIM) courses. At least 35 credits must be at the 3000 level or higher. Elective credits should total 90 to meet the program requirements. Students may also be eligible to transfer previous credit to meet their elective requirements.

Optional Concentrations (15-30 credits)

Specific electives may meet concentration requirements. These courses are dependent upon the particular concentration. Please refer to the concentration page for details.

Optional Micro Credential Courses

Certain electives provide an opportunity for students to earn a workplace certificate upon successful completion of the course. Please refer to the micro credential page for details

Capstone Course (5 credits)

COMM 4925 - Seminar in Reflective and Applied Learning (5 credits)

Concentrations Not Currently Accepting New Students

General Program (Not Currently Accepting New Students)

Concentration in Healing, Hierarchy, Healthcare, and Wholeness (not currently accepting new students)

Concentration in Organizational Society, Branding, and Global Citizenship (not currently accepting new students)

Concentration in Possibilities, Problems, and the Human Condition (not currently accepting new students)

BS in Criminal Justice

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 coursebased 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

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 (40 credits)
- Elective courses (90 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.

Core Courses (40 credits)

CRJS 1015 - Exploring Your Path: Foundations Across Fields* (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.

Electives (90 credits)

Choose 18 courses from General Education, Walden bachelor's degree programs, Micro Credentials, or Accelerate Into Master's (AIM) courses. At least 30 credits must be at the 3000 level or higher. Elective credits should total 90 to meet the program requirements. Students may also be eligible to transfer previous credit to meet their elective requirements.

Optional Concentrations (15-30 credits)

Specific electives may meet concentration requirements. These courses are dependent upon the particular concentration. Please refer to the concentration page for details.

Optional Micro Credential Courses

Certain electives provide an opportunity for students to earn a workplace certificate upon successful completion of the course. Please refer to the micro credential page for details

Capstone Course (5 credits)

CRJS 4925 - Seminar in Reflective and Applied Learning (5 credits)

Concentrations Not Currently Accepting New Students

Concentration in Advanced Topics in Criminal Justice (AIM)(not currently accepting new students)

Concentration in Corrections and Human Services (not currently accepting new students)

Concentration in Crime and Criminal Investigation (not currently accepting new students)

Concentration in Criminal Justice Management and Administration (AIM) (not currently accepting new students)

Self-Designed (not currently accepting new students)

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 competencybased 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

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 Healthcare Management

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

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 socialchange

Course-Based Program

Degree Requirements

- 181 total quarter credits
- General Education courses (46 credits)
- Core courses (60 credits)
- Elective courses (70 credits)
- Capstone course (5 credits)

Core Courses (60 credits)

HLTH 1015 - Exploring Your Path: Foundations Across Fields (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 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 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 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.

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.

HLTH 4520 - Healthcare Finance* (5 credits)

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

Electives (70 credits)

Choose 14 courses from General Education, Walden bachelor's degree programs, Micro Credentials, or Accelerate Into Master's (AIM) courses. At least 10 credits must be at the 3000 level or higher. Elective credits should total 70 to meet the program requirements. Students may also be eligible to transfer previous credit to meet their elective requirements.

Optional Concentrations (15-30 credits)

Specific electives may meet concentration requirements. These courses are dependent upon the particular concentration. Please refer to the concentration page for details.

Optional Micro Credential Courses

Certain electives provide an opportunity for students to earn a workplace certificate upon successful completion of the course. Please refer to the micro credential page for details.

Capstone Course (5 credits)

HLTH 4925 - Seminar in Reflective and Applied Learning (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 competencybased modality.

BS in Healthcare Management (General Program)

Accelerate into Master's

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 Human Services

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

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 (40 credits)
- Elective courses (90 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.

Core Courses (40 credits)

HUMN 1015 - Exploring Your Path: Foundations Across Fields* (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.

OR

HUMN 4010 - Mental Health Crisis Response* (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 4020 - Advocacy in the Global Community* (5 credits)

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

Electives (90 credits)

Choose 18 courses from General Education, Walden bachelor's degree programs, Micro Credentials, or Accelerate Into Master's (AIM) courses. At least 30 credits must be at the 3000 level or higher. Elective credits should total 90 to meet the program requirements. Students may also be eligible to transfer previous credit to meet their elective requirements.

Optional Concentrations (15-30 credits)

Specific electives may meet concentration requirements. These courses are dependent upon the particular concentration. Please refer to the concentration page for details.

Optional Micro Credential Courses

Certain electives provide an opportunity for students to earn a workplace certificate upon successful completion of the course. Please refer to the micro credential page for details

Capstone Course (5 credits)

HUMN 4925 - Seminar in Reflective and Applied Learning (5 credits)

Concentrations Not Currently Accepting New Students

Accelerate Into Master's (not currently accepting new students)

Concentration in Addictions (not currently accepting new students)

Concentration in Child and Adolescent Development (not currently accepting new students)

Concentration in Criminal Justice (not currently accepting new students)

Concentration in Disability Studies (not currently accepting new students)

Concentration in Leadership and Administration (not currently accepting new students)

Concentration in Psychology (not currently accepting new students)

Concentration in Self-Designed (not currently accepting new students)

Concentration in Courts and the Legal System (not currently accepting new students)

Concentration in Cultural Studies (not currently accepting new students)

Concentration in Global Social Justice and Civic Engagement (not currently accepting new students)

BS in Psychology

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

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 (40 credits)
- Elective courses (90 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.

Core Courses (40 credits)

PSYC 1015 - Exploring Your Path: Foundations Across Fields* (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.

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 3004 - Psychological Disorders* (5 credits)

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

OR

PSYC 3014 - Developmental Psychopathology* (5 credits) • Students may take this as a non-degree course.

PSYC 3030 Data Driven Research in the Social Sciences*

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

PSYC 3008 Learning*

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

OR

PSYC 3001 - Cognitive Psychology* (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 (90 credits)

Choose 18 courses from General Education, Walden bachelor's degree programs, Micro Credentials, or Accelerate Into Master's (AIM) courses. At least 35 credits must be at the 3000 level or higher. Elective credits should total 90 to meet the program requirements. Students may also be eligible to transfer previous credit to meet their elective requirements.

Optional Concentrations (15–30 credits)

Specific electives may meet concentration requirements. These courses are dependent upon the particular concentration. Please refer to the concentration page for details.

Optional Micro Credential Courses

Certain electives provide an opportunity for students to earn a workplace certificate upon successful completion of the course. Please refer to the micro credential page for details.

Capstone Course (5 credits)

HUMN 4925 - Seminar in Reflective and Applied Learning (5 credits)

Concentrations Not Currently Accepting New Students

Accelerate Into Master's (AIM) (not currently accepting new students)

Concentration in Addiction (not currently accepting new students)

Concentration in Child and Adolescent Development (not currently accepting new students)

Concentration in Criminal Justice (not currently accepting new students)

Concentration in Forensic Psychology (not currently accepting new students)

Concentration in General Psychology (not currently accepting new students)

Concentration in Human Services for Psychology (not currently accepting new students)

Concentration in Applied Psychology (not currently accepting new students)

Concentration in Preparation for Graduate Studies (not currently accepting new students)

Concentration in Workplace Psychology (not currently accepting new students)

BS in Public Health

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.

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.nche.org.

Learning Outcomes

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 (50 credits)
- Elective courses (80 credits)
- Capstone course (5 credits)

Curriculum

General Education Courses (46 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 Courses (50 credits)

PUBH 1015 - Exploring Your Path: Foundations Across Fields* (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.

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 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.

HLTH 4205 - Introduction to Research Methods and Analysis (5 credits)

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

Electives (80 credits)

Choose 16 courses from General Education, Walden bachelor's degree programs, Micro Credentials, 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 the program requirements. Students may also be eligible to transfer previous credit to meet their elective requirements.

Optional Concentrations Courses (15 - 30 credits)

Specific electives may meet concentration requirements. These courses are dependent upon the particular concentration. Please see the course list on each refer to the concentration page for details.

Optional Micro Credential Courses

Certain electives provide an opportunity for students to earn a workplace certificate upon successful completion of the course. Please refer to the micro credential page for details

Capstone Course (5 credits)

PUBH 4925 - Seminar in Reflective and Applied Learning (5 credits)

Concentrations Not Currently Accepting New Students

BS in Public Health (General Program) (not currently accepting new students)

Accelerate into Master's (not currently accepting new students)

Concentration in Health Promotion and Wellness (not currently accepting new students)

Concentration in Health Psychology and Behavior (not currently accepting new students)

Concentration in Healthcare Management (not currently accepting new students)

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 competencybased 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

Concentration in Health Promotion and Wellness

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.