

Walden University

**2012–2013**

**Catalog**

**March 2013**

---

**WALDEN UNIVERSITY**

*A higher degree. A higher purpose.*

*Walden University is accredited by The Higher Learning Commission and a member of the North Central Association, [www.ncahlc.org](http://www.ncahlc.org).*

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

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

*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.*

© 2013 Walden University

# About the Catalog

The 2012–2013 Walden University Catalog is the primary resource for academic information, including official curricular requirements, for Walden University graduate and undergraduate students. The Walden University Catalog is available electronically only on this web site. Updates are made quarterly. Students are encouraged to routinely check the site for new or supplemental information. Students should contact a member of the Academic Advising Team or the program directors for clarification of specific academic program requirements.

Students who are admitted for, and enrolled during, the 2012–2013 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.

## **Academic Offices**

100 Washington Avenue South, Suite 900  
Minneapolis, MN 55401  
Phone: 1-612-338-7224 or 1-800 WALDENU  
(1-800-925-3368)  
Fax: 1-612-338-5092

## **Administrative Offices**

650 S. Exeter Street  
Baltimore, MD 21202  
Phone: 1-866-4WALDEN  
(1-866-492-5336)  
Fax: 1-410-843-8104



# A Message for Students

## Catalog, Student Handbook, and University Guidebooks

The *Walden University Student Handbook* and *Catalog* are updated quarterly—in September, December, March, and June. The most recent version of the catalog is the default publication, but you can access the current handbook or other catalogs from the current academic year by opening the drop-down menu in the upper-right corner of this page, making a selection, and then clicking –Go.” Older catalogs are available by selecting the –Archived Catalogs” link in the left navigation pane.

Students who are enrolled during the 2012–2013 academic year are subject to the degree requirements described in the *Walden University Catalog* for the academic year in which they were admitted.

Additionally, 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. 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@waldenu.edu](mailto:catalog@waldenu.edu).

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

Sincerely,

Eric Riedel, Ph.D.  
Chief Academic Office

# Contents

About the Catalog .....	iii
A Message for Students .....	iv
Catalog, Student Handbook, and University Guidebooks.....	iv
Contents .....	v
Where to Look .....	1
Introduction and Legal Information.....	2
About Walden University.....	2
Highlights of Walden’s commitment include.....	2
Accreditation .....	3
Licensure .....	4
Florida.....	4
Indiana .....	4
Minnesota .....	4
Oregon .....	4
Pennsylvania.....	4
South Carolina.....	5
Tennessee.....	5
Washington.....	5
Legal Information.....	6
Privacy Policy.....	6
Trademarks .....	8
Copyright Statement.....	8
Link Policy and Disclaimer .....	8
Warranty and Other Disclaimers .....	8
Center for Student Success .....	10
Student Success Courses .....	10
For Students in Quarter-Based Programs .....	10
For Students in Semester-Based Programs.....	10
The Richard W. Riley College of Education and Leadership.....	12
Bachelor’s Degree Programs.....	12
B.S. in Child Development.....	12
B.S. in Educational Studies .....	26
B.S. in Instructional Design and Technology.....	28
Other Undergraduate Options .....	35
Accelerate Into Master’s (AIM) Programs.....	35
Undergraduate Minors.....	40
Teacher Preparation Program.....	43
Teacher Preparation Program with a Master of Arts in Teaching (M.A.T.) .....	43

Endorsement Programs .....	49
Reading K–12 Endorsement.....	49
M.S. in Education with a specialization in Reading and Literacy with a Reading K–12 Endorsement.....	50
Special Education Endorsement Programs.....	52
Graduate Certificate Programs .....	56
Graduate Certificate in Adult Learning.....	56
Graduate Certificate in College Teaching and Learning.....	56
Graduate Certificate in Curriculum, Instruction, and Assessment.....	57
Graduate Certificate in Developmental Education.....	58
Graduate Certificate in Early Childhood Administration, Management, and Leadership ....	59
Graduate Certificate in Early Childhood Advocacy and Public Policy.....	60
Graduate Certificate in Elementary Reading and Literacy.....	61
Graduate Certificate in Engaging Culturally Diverse Learners.....	62
Graduate Certificate in Enrollment Management and Institutional Marketing.....	63
Graduate Certificate in Higher Education Leadership for Student Success.....	64
Graduate Certificate in Integrating Technology in the Classroom.....	65
Graduate Certificate in Online Teaching for Adult Educators.....	65
Graduate Certificate in Professional Development.....	66
Graduate Certificate in Science, Grades K–8.....	67
Graduate Certificate in Special Education.....	68
Graduate Certificate in Teacher Leadership.....	68
Graduate Certificate in Teaching Adults English as a Second Language.....	69
Graduate Certificate in Teaching Adults in the Early Childhood Field.....	70
Graduate Certificate in Teaching and Diversity in Early Childhood Education.....	71
Graduate Certificate in Teaching English Language Learners.....	72
Graduate Certificate in Teaching K–12 Students Online.....	73
Post-Baccalaureate Certificate Programs.....	73
Post-Baccalaureate Certificate in Instructional Design and Technology.....	73
Canter Self-Paced Courses.....	75
Canter Self-Paced Courses.....	75
Master’s Degree Programs.....	77
M.S. in Adult Learning.....	77
M.S. in Early Childhood Studies.....	83
M.S. in Education.....	88
M.S. in Higher Education.....	124
M.S. in Instructional Design and Technology.....	134
Post-Master’s Certificate Programs.....	139
Post-Master’s Certificate in Adult Education.....	139
Post-Master’s Certificate in College Teaching and Learning.....	140
Education Specialist (Ed.S.) Acceleration Programs.....	141
Education Specialist (Ed.S.) in Administrator Leadership for Teaching and Learning Acceleration.....	141
Education Specialist (Ed.S.) in Curriculum, Instruction, and Professional Development Acceleration.....	142
Education Specialist (Ed.S.) in Educational Technology Acceleration.....	143

Education Specialist (Ed.S.) in Special Education Acceleration.....	145
Education Specialist (Ed.S.) in Teacher Leadership Acceleration.....	145
Education Specialist (Ed.S.) Programs .....	146
Education Specialist (Ed.S.) in Assessment, Evaluation, and Accountability .....	146
Education Specialist (Ed.S.) in Administrator Leadership for Teaching and Learning .....	148
Education Specialist (Ed.S.) in Adult Education.....	150
Education Specialist (Ed.S.) in College Teaching and Learning .....	152
Education Specialist (Ed.S.) in Curriculum, Instruction, and Professional Development ..	154
Education Specialist (Ed.S.) in Early Childhood .....	156
Education Specialist (Ed.S.) in Educational Leadership and Administration (Principal Preparation) Program.....	158
Education Specialist (Ed.S.) in Educational Technology.....	161
Curriculum.....	162
Education Specialist (Ed.S.) in Leadership for Social Change in Education .....	164
Education Specialist (Ed.S.) in Reading and Literacy Leadership (Non-Licensure) .....	165
Education Specialist (Ed.S.) in Special Education .....	167
Education Specialist (Ed.S.) in Teacher Leadership .....	169
Curriculum.....	170
Doctoral Acceleration Programs .....	171
Doctor of Education (Ed.D.) with a specialization in Administrator Leadership for Teaching and Learning Acceleration.....	171
Doctor of Education (Ed.D.) with a specialization in Curriculum, Instruction, and Assessment Acceleration.....	173
Doctor of Education (Ed.D.) with a specialization in Special Education Acceleration .....	174
Doctor of Education (Ed.D.) with a specialization in Teacher Leadership Acceleration ...	175
Ph.D. in Education with a specialization in Educational Technology Acceleration .....	176
Ph.D. in Education with a specialization in Special Education Acceleration .....	178
Doctoral Degree Programs .....	179
Doctor of Education (Ed.D.).....	179
Teacher Leadership Specialization.....	194
Ph.D. in Education.....	196
Community College Leadership Specialization Self-Directed (KAM-Based).....	205
Post-Doctoral Certificate Programs .....	240
Post-Doctoral Certificate in Assessment, Evaluation, and Accountability .....	240
College of Health Sciences .....	241
School of Health Sciences .....	241
Bachelor's Degree Programs.....	241
B.S. in Health Studies.....	241
B.S. in Healthcare Management.....	251
B.S. in Public Health .....	254
B.S. to M.S. Articulation.....	266
B.S. in Health Studies to Master of Public Health (M.P.H.) Articulation.....	266
B.S. in Healthcare Management to Master of Public Health (M.P.H.) Articulation.....	267
Other Undergraduate Options .....	268
Accelerate Into Master's (AIM) Programs.....	268

Undergraduate Minors .....	274
Graduate Certificate Programs .....	277
Graduate Certificate in Clinical Research Administration .....	277
Master's Degree Programs .....	278
M.S. in Clinical Research Administration .....	278
M.S. in Health Informatics .....	281
Master of Healthcare Administration (M.H.A.) .....	283
Master of Public Health (M.P.H.) .....	285
Doctoral Degree Programs .....	288
Ph.D. in Health Services for M.H.A. Graduates (Course-Based) .....	290
Ph.D. in Public Health .....	294
School of Nursing .....	299
Bachelor's Degree Programs .....	299
Bachelor of Science in Nursing (BSN) Completion Program .....	299
Other Undergraduate Options .....	301
Accelerate Into Master's (AIM) Programs .....	301
Undergraduate Minors .....	307
Master's Degree Programs .....	307
Master of Science in Nursing (MSN) .....	307
Post-Master's Certificate Programs .....	313
Post-Master's Certificate in Nursing Education .....	313
Post-Master's Certificate in Nursing Informatics .....	314
Post-Master's Certificate in Nursing Leadership and Management .....	315
Doctoral Degree Programs .....	316
Doctor of Nursing Practice (DNP) .....	316
College of Management and Technology .....	322
School of Information Systems and Technology .....	322
Bachelor's Degree Programs .....	322
B.S. in Computer Information Systems .....	322
B.S. in Information Technology .....	328
Other Undergraduate Options .....	334
Accelerate Into Master's (AIM) Programs .....	334
Undergraduate Minors .....	339
Certificate Programs .....	340
Graduate Certificate in Information Systems .....	340
Master's Degree Programs .....	341
M.S. in Information Systems .....	341
Degree Requirements .....	341
M.S. in Information Technology .....	343
Master of Information Systems Management (M.I.S.M.) .....	348
School of Management .....	353
Bachelor's Degree Programs .....	353
B.S. in Accounting .....	353
B.S. in Communication .....	362

Other Undergraduate Options .....	368
Accelerate Into Master's (AIM) Programs .....	368
Undergraduate Minors .....	374
Certificate Programs .....	376
Graduate Certificate in Advanced Project Management .....	376
Graduate Certificate in Applied Project Management .....	377
Master's Degree Programs .....	378
Executive Master of Business Administration .....	378
M.S. in Accounting .....	380
M.S. in Accounting and Management .....	385
M.S. in Human Resource Management .....	388
M.S. in Leadership .....	391
M.S. in Management .....	397
M.S. in Project Management .....	401
Master of Business Administration (M.B.A.) .....	403
Doctoral Degree Programs .....	410
Doctor of Business Administration (D.B.A.) .....	410
Ph.D. in Management .....	417
Degree Requirements .....	418
Post-Doctoral Certificate Programs .....	445
Post-Doctoral Bridge to Business Administration Certificate .....	445
Post-Doctoral Bridge to Management Certificate .....	447
College of Social and Behavioral Sciences .....	450
School of Counseling and Social Service .....	450
Bachelor's Degree Programs .....	450
B.S. in Human Services .....	450
Other Undergraduate Options .....	456
Accelerate Into Master's (AIM) Programs .....	456
Undergraduate Minors .....	462
Master's Degree Programs .....	463
M.S. in Addiction Counseling .....	463
M.S. in Career Counseling .....	472
M.S. in Human Services .....	475
M.S. in Mental Health Counseling .....	484
Doctoral Degree Programs .....	487
Ph.D. in Counselor Education and Supervision .....	487
Ph.D. in Human Services (Course-Based) .....	493
School of Psychology .....	499
B.S. in Forensic Psychology .....	499
B.S. to M.S. Articulation .....	502
B.S. in Forensic Psychology to M.S. in Criminal Justice Articulation .....	502
B.S. in Forensic Psychology to M.S. in Criminal Justice Leadership and Executive Management Articulation .....	504
B.S. in Forensic Psychology to M.S. of Public Administration .....	505
B.S. in Psychology .....	506

B.S. to M.S. Articulation.....	515
B.S. in Forensic Psychology to M.S. in Forensic Psychology Articulation .....	515
B.S. in Psychology to M.S. in Forensic Psychology Articulation.....	516
B.S. in Psychology to M.S. in Psychology Articulation.....	518
Accelerate Into Master’s (AIM) Programs .....	519
Requirements .....	519
Other Undergraduate Options.....	525
Post-Baccalaureate Certificate Programs .....	526
Post-Baccalaureate Organizational Psychology and Development Certificate .....	526
Post-Baccalaureate Certificate to Master's Degree Articulation.....	527
Organizational Psychology and Development Certificate to M.S. in Psychology .....	527
Master’s Degree Programs .....	527
M.S. in Clinical Psychology .....	527
M.S. in Forensic Psychology.....	531
M.S. in Psychology.....	536
Post-Master’s Certificate Programs .....	547
Post-Master’s Teaching Online Certificate .....	547
Doctoral Degree Programs .....	547
Ph.D. in Psychology .....	547
Program Goals and Learning Outcomes.....	551
Post-Doctoral Certificate Programs .....	577
Post-Doctoral Respecialization Certificate.....	577
School of Public Policy and Administration.....	579
Undergraduate Certificates.....	579
Undergraduate Certificate in Homeland Security .....	579
Bachelor’s Degree Programs.....	579
B.S. in Criminal Justice .....	579
B.S. in Political Science and Public Administration .....	584
B.S. in Criminal Justice to M.S. in Forensic Psychology Articulation .....	591
B.S. in Criminal Justice to M.S. in Psychology Articulation .....	593
B.S. in Criminal Justice to Master of Public Administration (M.P.A.) Articulation .....	594
B.S. in Criminal Justice to Master of Public Policy (M.P.P.) .....	596
B.S. in Criminal Justice to Master of Public Policy (M.P.P.) Articulation .....	597
B.S. in Political Science and Public Administration to M.S. in Nonprofit Management and Leadership Articulation .....	599
B.S. in Political Science and Public Administration to Master of Public Health (M.P.H.) Articulation .....	602
Other Undergraduate Options .....	603
Accelerate Into Master’s (AIM) Programs .....	603
Undergraduate Minors.....	609
Graduate Certificate Programs .....	610
Graduate Certificate in Criminal Justice .....	610
Graduate Certificate in Government Management.....	611
Graduate Certificate in Homeland Security.....	612
Government Certificate in Nonprofit Management and Leadership.....	613
Graduate Certificate in Public Management and Leadership.....	613

Graduate Certificate in Public Policy .....	614
Graduate Certificate in Strategic Planning and Public Policy .....	615
Master's Degree Programs .....	616
M.S. in Criminal Justice .....	616
M.S. in Criminal Justice Leadership and Executive Management .....	623
M.S. in Emergency Management .....	631
M.S. in Nonprofit Management and Leadership .....	634
Master of Public Administration (M.P.A.) .....	636
Master of Public Policy (M.P.P.) .....	644
Doctoral Degree Programs .....	657
Ph.D. in Public Policy and Administration (Course-Based) .....	657
General Program .....	657
Course Descriptions .....	664
ACCT .....	664
ACMG .....	677
AMDS .....	683
ANTH .....	699
ARTS .....	699
BIOL .....	700
BUSI .....	701
CHEM .....	707
CLRA .....	707
CMIS .....	711
COMM .....	721
COUN .....	725
CPSY .....	766
CRJS .....	771
DDBA .....	790
ECON .....	800
EDAD .....	801
EDUC .....	809
EIDT .....	973
EMBA .....	979
ENGL .....	982
FNCE .....	985
FPSY .....	986
GEOG .....	1001
HINF .....	1001
HIST .....	1006
HLTH .....	1007
HMNT .....	1030
HRMG .....	1031
HUMN .....	1032
IDST .....	1071
ISYS .....	1074
ITEC .....	1078

MATH .....	1095
MEDC.....	1102
MGMT.....	1103
MHRM.....	1125
MMBA.....	1130
MMHA .....	1144
MMPA.....	1151
MMPP.....	1176
MMSL .....	1194
MRKT.....	1202
MSEM.....	1204
MSPM.....	1210
NASC.....	1214
NPMG.....	1215
NSEI .....	1220
NURS.....	1228
PHIL .....	1250
PHSC.....	1251
POLI .....	1251
PPPA.....	1251
PREL .....	1274
PSPA.....	1275
PSYC.....	1281
PSYR.....	1371
PUBH.....	1373
READ .....	1394
RELG.....	1395
RSCH.....	1396
SBSF .....	1412
SCIE.....	1417
SCNC.....	1418
SOCI.....	1418
STAT .....	1419
WCSS .....	1420
WLDN.....	1431

# Where to Look

<i>Topic</i>	<i>Walden University Catalog</i>	<i>Walden University Student Handbook</i>	<i>University Guidebooks</i>
Accelerate Into Master's (AIM)	x		
Academic Advising		x	
Admission Requirements		x	
Bursar		x	
Capstone	x		
Code of Conduct		x	
Curriculum	x		
Degrees	x		
Disability Services		x	
Dissertation	x	x	X
Doctoral Study	x	x	X
Faculty Members	x		
Field Experiences	x	x	X
Final Projects	x	x	X
Financial Aid		x	
KAMs, Policies and Procedures		x	X
Licensure	x	x	
Minors	x	x	
Registrar		x	
Residencies		x	
Specific Courses	x		
Specific Programs	x		
Student Responsibility for Technology		x	
Thesis		x	X
Transfer of Credit		x	
Tuition and Fees		x	
University Vision and Mission		x	

Students should contact their Academic Advisor with other questions about where to find information.

# Introduction and Legal Information

## About Walden University

Walden University is an accredited institution that for more than 40 years has provided an engaging learning experience for working professionals. Walden's mission of producing scholar-practitioners has attracted a community of extraordinary students and faculty, all sharing a common desire to make a positive social impact—to make a difference.

### Highlights of Walden's commitment include

- **Diverse and comprehensive core curriculum:** Walden University provides students the intellectual foundation necessary to see the interrelationships among the central ideas and means of expression that are specific to the disciplines. This foundation supplies a context for knowledge and makes possible the cross-fertilization of ideas to enhance creativity, innovation, and problem-solving.
- **Student-centeredness:** Walden's 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.
- **International perspectives:** Walden University is part of the Laureate International Universities global network of 60 accredited campus-based and online universities in 29 countries, serving more than 740,000 students on more than 100 campuses around the world. Students in the Laureate International Universities network have an unprecedented opportunity to expand their international outlook and gain insights that they can apply directly to their professions.
- **Positive social change:** Walden believes 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:** Walden's 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.

## Accreditation

Walden University is accredited by The Higher Learning Commission and a member of the North Central Association, [www.ncahlc.org](http://www.ncahlc.org).

The Richard W. Riley College of Education and Leadership at Walden University is accredited by the National Council for Accreditation of Teacher Education (NCATE). This accreditation covers initial teacher preparation programs and advanced educator preparation programs. However, the accreditation does not include individual education courses offered to PreK–12 educators for professional development, relicensure, or other purposes.

Walden’s M.S. in Mental Health Counseling program is accredited by the Council for Accreditation of Counseling and Related Educational Programs (CACREP). CACREP accreditation attests to the quality and relevancy of 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 helps to streamline the licensing application process and provides students with an advantage when applying to doctoral programs.

Walden University’s B.S. in Business Administration, Executive Master of Business Administration (EMBA), Master of Business Administration (M.B.A.), Doctor of Business Administration (D.B.A.), and Ph.D. in Management programs are 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.

Walden has been reviewed and approved as a provider of project management training by the Project Management Institute (PMI). As a PMI Registered Education Provider (R.E.P.), Walden has agreed to abide by PMI-established quality assurance criteria.

The Society for Human Resource Management (SHRM) acknowledges that Walden’s M.S. in Human Resource Management fully aligns with the SHRM’s 2010 edition of HR Curriculum Guidebook and Templates, which help define HR education standards and help business schools develop degree programs that follow these standards.

Walden’s Bachelor of Science in Nursing (BSN) Completion program and Master of Science in Nursing (MSN) program are accredited by the Commission on Collegiate Nursing Education (CCNE), One Dupont Circle, NW, Suite 530, Washington, D.C. 20036. CCNE is a national accrediting agency recognized by the U.S. Department of Education and ensures the quality and integrity of bachelor’s and graduate education programs in preparing effective nurses. For students, accreditation signifies program innovation and continuous self-assessment.

## Licensure

Walden University has received permission to operate in a number of states.

Some states, in addition to the permission they have given, have requested that specific statements be printed in this *Walden University Student Handbook*.

- Florida
- Indiana
- Minnesota
- Oregon
- Pennsylvania
- South Carolina
- Tennessee
- Washington

### 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.

### 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.

### Minnesota

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

### Oregon

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

### Pennsylvania

**Note to all Pennsylvania residents:** Walden University's teacher preparation program and special education endorsement programs are approved by the Minnesota Board of Teaching as leading to licensure and endorsement, respectively. Because these programs are not reviewed by

the Pennsylvania Department of Education, candidates are instructed to apply for Pennsylvania certification as out-of-state graduates of a teacher preparation program.

## **South Carolina**

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

## **Tennessee**

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

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

## **Washington**

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

applicability of those requirements to the institution may contact the HECB at P.O. Box 43430, Olympia, WA 98504-3430.

## Legal Information

### Privacy Policy

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

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

### Do-Not-Call Policy

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

### Policy Overview

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

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

### Do-Not-Call Requests

Laureate and its affiliates maintain an internal do-not-call (DNC) list that includes specific requests from consumers who do not wish to be called by Laureate or any of its affiliates. This

DNC list is used enterprise-wide. Laureate and its affiliates purge from any calling list any names and/or numbers on its company-specific DNC list.

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

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

Laureate collects e-mail addresses from online information request forms, returned business reply cards, application forms, and other sources. This information is used to contact students about Laureate schools and programs and for promotional purposes strictly related to the products and services of Laureate and its affiliates. Laureate never disguises the origin of its messages. When students receive messages from Laureate, they will be able to identify Laureate or one of its affiliates as the sender.

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

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

**Questions about privacy policies should be directed in writing to**  
Office of General Counsel  
Laureate Education, Inc.

650 S. Exeter Street  
Baltimore, MD 21202

## **Trademarks**

*Walden University* and *America's Premiere Online University* are registered trademarks of Walden University, LLC. *A higher degree. A higher purpose.* is a trademark of Laureate Education, Inc. Elements of the Walden University website are protected by trade dress and other laws. The website and its contents may not be copied or imitated in any way without the express written consent of Walden University, LLC.

## **Copyright Statement**

2003–2013 Walden University, LLC, and Laureate Education, Inc. All rights reserved. The contents of the Walden University website pages, including, but not limited to, text, graphics, and icons, are copyrighted materials owned or controlled by Walden University and contain Walden University's name, trademarks, service marks, and trade names. Students may download one copy of these materials on any single computer and print a copy of the materials for their use in learning about, evaluating, or acquiring Walden University services or products. No other permission is granted to students to 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.

# Center for Student Success

The Center for Student Success provides student services that support the academic and professional growth of Walden University students. The center offers several non-degree Student Success Courses designed to improve Walden University students' knowledge and skills in reading, writing, statistics, communications, and critical thinking.

Also see the Center for Student Success section of the *Walden University Student Handbook* for information on the Walden University Library, the Writing Center, Career Services, and additional services.

## Student Success Courses

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

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

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

Most courses are available in both quarter-based and semester-based programs. Course length varies depending on the program and specific course.

### For Students in Quarter-Based Programs

- WCSS 3100 - Skills for Academic Integrity
- WCSS 3200 - A Practical Course in APA Style
- WCSS 6000 - Graduate Writing: Evaluative and Persuasive Composition Skills
- WCSS 6100 - Critical Thinking and Logic
- WCSS 6110 - Communications and Teamwork in a Global Society
- WCSS 6150 - Graduate Writing for Non-Native English Speakers
- WCSS 6300 - Advanced Reading Strategies
- WCSS 6400 - Succeeding on Academic and Professional Exams
- WCSS 6500 - Effective Assignment Strategies
- WCSS 8350 - Writing a Literature Review

### For Students in Semester-Based Programs

- WCSS 3101 - Skills for Academic Integrity
- WCSS 3201 - A Practical Course in APA Style
- WCSS 6010 - Graduate Writing I: Evaluative Composition Skills

- WCSS 6011 - Graduate Writing II: Persuasive Composition Skills
- WCSS 6101 - Critical Thinking and Logic
- WCSS 6111 - Communications and Teamwork in a Global Society
- WCSS 6151 - Graduate Writing for Non-Native English Speakers
- WCSS 6301 - Advanced Reading Strategies
- WCSS 6401 - Succeeding on Academic and Professional Exams
- WCSS 6501 - Effective Assignment Strategies
- WCSS 8351 - Writing a Literature Review

# The Richard W. Riley College of Education and Leadership

**The Richard W. Riley College of Education and Leadership** at Walden University is accredited by the National Council for Accreditation of Teacher Education (NCATE). This accreditation covers initial teacher preparation programs and advanced educator preparation programs. However, the accreditation does not include individual education courses offered to PreK–12 educators for professional development, relicensure, or other purposes.

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

## Bachelor’s Degree Programs

### B.S. in Child Development

The Walden University B.S. 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 five concentrations: Infant/Toddler, Preschool, Dual Infant/Toddler and Preschool, Child and Adolescent Studies, or Psychology. All five programs deliver an in-depth focus on child development, child-centered learning, developmentally appropriate environments, and effective practices for working with children and families. Students will gain insights in the field of child development through courses that bridge the gap between theoretical and practical knowledge, led by national experts, researchers, and experts in the field.

### 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.

## **Concentrations**

- General
- Administration and Management
- Child and Adolescent Studies
- Dual Infant/Toddler and Preschool
- Family Health and Wellness
- Infant/Toddler
- Preschool
- Psychology

## **Degree Requirements**

### **General**

- 180 total quarter credit hours (including 45 cr. completed at Walden)
- General education courses (45 cr.)
- First course (1 cr.)
- Core courses (67 cr.)
- Elective courses (60 cr.)
- Capstone course (7 cr.)
- ePortfolio

### **Administration and Management**

- 181 total quarter credit hours
- General education courses (45 cr.)
- Core courses (68 cr.)
- Concentration courses (36 cr.)
- Capstone (7 cr.)
- Electives (25 cr.)
- ePortfolio

### **Child and Adolescent Studies, Infant/Toddler or Preschool**

- 181 total quarter credit hours (including 45 cr. completed at Walden)
- General education courses (45 cr.)
- First course (1 cr.)
- Core courses (67 cr.)
- Concentration courses (36 cr.)
- Elective courses (25 cr.)
- Capstone course (7 cr.)
- ePortfolio

### **Dual Infant/Toddler and Preschool**

- 192 total quarter credit hours (including 45 cr. completed at Walden)
- General education courses (50 cr.)
- First course (1 cr.)
- Core courses (67 cr.)
- Infant/Toddler concentration courses (36 cr.)
- Preschool concentration courses (31 cr.)
- Capstone course (7 cr.)
- ePortfolio

### **Family Health and Wellness**

- 180 total quarter credit hours (including 45 cr. completed at Walden)
- General education courses (45 cr.)
- First course (1 cr.)
- Core courses (67 cr.)
- Concentration courses (30 cr.)
- Elective courses (30 cr.)
- Capstone course (7 cr.)
- ePortfolio

### **Psychology**

- 180 total quarter credit hours (including 45 cr. completed at Walden)
- General education courses (45 cr.)
- First course (1 cr.)
- Core courses (67 cr.)
- Concentration courses (60 cr.)
- Capstone course (7 cr.)
- ePortfolio

### **Curriculum**

The B.S. in Child Development curriculum consists primarily of core courses that are 6-week, 5-credit courses, bridged together by 12-week, 2-credit Making Connections courses. The program culminates with a 6-week, 7-credit Capstone course. Through these courses, students will develop concentration-specific content knowledge, written and oral communications skills, the ability to contribute professionally to a diverse and changing 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.

The Making Connections courses are 2-credit seminars that enable students to make connections through discussions and writing assignments. The courses will enable students to make connections between the theoretical knowledge they are obtaining in the 5-credit core courses

and current research, trends, and issues in their profession. This connection between theoretical knowledge and current and future trends is atypical in undergraduate programs.

### **General Education Courses (45 or 50 cr.\*)**

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 academic advisor if they have questions about individual program requirements.

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

### **Note on Licensure**

*For initial licensure or adding endorsements (e.g., new teaching fields) to existing licenses, individuals are often required to complete a state-approved licensure program. Walden offers Minnesota state-approved licensure programs in special education, early childhood education, and P–12 principal licensure.*

*Additionally, not all of Walden’s programs include a practicum or cover the grade span of K–12, which are requirements for obtaining an endorsement in some states, especially in the area of reading.*

*The graduate degree program and coursework within the program in which you are enrolling is accepted by many states toward upgrading or renewing a license or obtaining a salary increase (depending on state or district policy).*

*Prospective students seeking licensure must research their state licensure requirements to determine (1) if they are required to complete a state-approved licensure program, and (2) if there are any other requirements that apply, especially requirements pertaining to programs provided by out-of-state (except Minnesota) or online institutions.*

*Walden enrollment advisors can provide guidance on licensure issues; 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 or endorsement. For additional guidance on licensure issues, please refer to [www.WaldenU.edu/educlicensure](http://www.WaldenU.edu/educlicensure).*

### **Program Data**

Walden is committed to providing the information about your program. Please find detailed information for the [B.S. in Child Development](#) program relating to the types of occupations this program may lead to, completion rate, program costs, and median loan debt of students who have graduated from this program.

## **Administration and Management**

The concentration in Administration and Management will teach students the unique set of competencies needed to successfully administer a child care program or operate a child care business. The course content will give students a strong foundation in management, leadership, human resources, marketing, and small business entrepreneurship. Students will learn how to develop curriculum and programmatic content at the administrative level. Students will gain an understanding of health, safety, and other state codes and how to ensure that their center or program is in compliance with those standards. Students will explore strategies for communicating effectively about a center and its programs with parents, families, and the larger community.

### **First Course (1 cr.)**

- WLDN 1000 - Dynamics of Walden Success: Learning Lab

### **Core Courses (67 cr.)**

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

### **Concentration Courses (36 cr.)**

- BUSI 1002 - Introduction to Management and Leadership♦
- EDUC 3101 - Professionalism and Advocacy in the Early Childhood Field♦
- EDUC 3011 - Making Connections: Managing and Leading Early Childhood Programs♦
- BUSI 3008 - Corporate Entrepreneurship♦
- HRMG 3001 - Human Resource Management♦
- EDUC 3012 - Making Connections: Fiscal and Personnel Management of Child Development Centers and Programs
- BUSI 4002 - Small Business Ventures♦

- BUSI 4003 - Marketing Strategies for Small Business♦
- EDUC 4006 - Making Connections: Operating Child Development Centers and Programs

### **Elective Courses (25 cr.)**

Choose five courses from general education, B.S. in Child Development, or other Walden bachelor's degree programs. At least 55 credits must be at the 3000–4000 level. Elective credits should total 25 to meet the program requirements. Students may also be eligible to transfer previous credit to meet their elective requirements. **Note on Minors:** Electives can also be used to complete a six-course minor. Although this program requires fewer than six elective courses, students have the option to complete a minor and graduate with more than the required number of credits for this program.

### **Capstone Course (7 cr.)**

- EDUC 4500 - Capstone
- OR
- EDUC 4001 – Capstone

### **Child and Adolescent Studies Concentration**

The concentration in Child and Adolescent Studies will provide students with foundational knowledge, current research, and career perspectives in the areas of development, education, and human ecology. Students will study how school-age children and adolescents develop and learn. This will include the study of typical and atypical cognitive, physical, and social-emotional development, as well as the relationship among these. Additionally, it will also examine developmental domains as well as explore ways that culturally diverse values and social attitudes are transmitted to school-age children and adolescents. Students will learn effective strategies needed for working with this age group in group and classroom settings, and techniques needed to facilitate positive relationships between and among homes, schools, and communities. Students will be able to critically examine selected issues and trends related to school-age children and adolescents.

### **First Course (1 cr.)**

- WLDN 1000 - Dynamics of Walden Success: Learning Lab

### **Core Courses (67 cr.)**

- EDUC 1001 - Introduction to Education♦
- EDUC 1002 - Pioneers and Philosophies of Education♦
- EDUC 1011 - Making Connections: The Early Childhood Field
- EDUC 1003 - Educational Psychology♦
- EDUC 1004 - Child Development♦
- EDUC 1012 - Making Connections: The Developing Child
- EDUC 1005 - Child Health, Safety, and Nutrition♦
- EDUC 1006 - Child, Family, and Community Relationships♦
- EDUC 1013 - Making Connections: The Well-Being of Children
- EDUC 2001 - Language Development♦

- EDUC 2002 - Children's Literature♦
- EDUC 2011 - Making Connections: The Foundations of Literacy
- EDUC 3003 - Observation and Assessment of the Young Child♦
- EDUC 4004 - Children with Special Needs♦
- EDUC 4011 - Making Connections: The Individuality of Children
- EDUC 4005 - Cultural and Linguistic Diversity♦
- EDUC 4012 - Making Connections: Living in a Diverse World

### **Concentration Courses (36 cr.)**

- EDUC 3301 - School-Age and Adolescent Development♦
- EDUC 4301 - School-Age Children and Adolescence in a Multicultural Society♦
- EDUC 3302 - Making Connections: Professions in the Field of School-Age and Adolescent Development
- EDUC 3303 - Motivating and Guiding School-Age Children and Adolescents♦
- EDUC 4302 - Home, School, and Community♦
- EDUC 3304 - Making Connections: Effective Learning Environments for School-Age Children and Adolescents
- EDUC 4303 - Trends and Issues in School-Age Children♦
- EDUC 4304 - Trends and Issues in Adolescence♦
- EDUC 4305 - Making Connections: The Role of the Professional

### **Elective Courses (25 cr.)**

Choose five courses from general education, B.S. in Child Development, or other Walden bachelor's degree programs. At least 55 credits must be at the 3000–4000 level. Your elective credits should total 25 to meet your program requirements. You 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. Although this program requires fewer than six elective courses, you have the option to complete a minor and graduate with more than the required number of credits for this program.

**Note:** RN-BSN courses are not available to students outside the RN-BSN program.

### **Capstone Course (7 cr.)**

- EDUC 4500 - Capstone

### **General Education Courses (45 cr.)**

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

## **Dual Infant/Toddler and Preschool Concentration**

### **First Course (1 cr.)**

- WLDN 1000 - Dynamics of Walden Success: Learning Lab

### **Core Courses (67 cr.)**

- EDUC 1001 - Introduction to Education♦
- EDUC 1002 - Pioneers and Philosophies of Education♦
- EDUC 1011 - Making Connections: The Early Childhood Field
- EDUC 1003 - Educational Psychology♦
- EDUC 1004 - Child Development♦
- EDUC 1012 - Making Connections: The Developing Child
- EDUC 1005 - Child Health, Safety, and Nutrition♦
- EDUC 1006 - Child, Family, and Community Relationships♦
- EDUC 1013 - Making Connections: The Well-Being of Children
- EDUC 3003 - Observation and Assessment of the Young Child♦
- EDUC 4004 - Children with Special Needs♦
- EDUC 4011 - Making Connections: The Individuality of Children
- EDUC 4005 - Cultural and Linguistic Diversity♦
- EDUC 4012 - Making Connections: Living in a Diverse World

### **Infant/Toddler Concentration Courses (36 cr.)**

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

### **Preschool Concentration Courses (31 cr.)**

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

### **Capstone Course (7 cr.)**

- EDUC 4001 - Capstone

## **General Education Courses (50 cr.)**

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

## **Family Health and Wellness Concentration**

The Family Health and Wellness concentration explores the impact of wellness across the lifespan. Students will learn how to identify key indicators of healthy habits and develop strategies to foster healthier choices for children and their families. Coursework addresses health issues, such as nutrition, exercise science, stress management, and the role of culture and socioeconomic factors in perceptions of healthy behavior.

### **First Course (1 cr.)**

- WLDN 1000 - Dynamics of Walden Success: Learning Lab

### **Core Courses (67 cr.)**

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

### **Concentration Courses (30 cr.)**

- EDUC 3203 - Infant/Toddler Mental Health♦
- HLTH 4300 - Personal Health and Wellness♦
- HLTH 4320 - Nutrition Across the Lifespan♦
- HLTH 4340 - Fit and Well: Core Concepts in Exercise Science♦
- HLTH 4360 - Stress Management and Wellness♦
- HLTH 4380 - Strategies for Health Communication and Wellness♦

### **Elective Courses (30 cr.)**

Choose five courses from general education, B.S. in Child Development, or other Walden bachelor's degree programs. At least 55 credits must be at the 3000–4000 level. Elective credits should total 25 to meet the program requirements. Students may also be eligible to transfer previous credit to meet their elective requirements. **Note on Minors:** Electives can also be used to complete a six-course minor. Although this program requires fewer than six elective courses, students have the option to complete a minor and graduate with more than the required number of credits for this program.

### **Capstone Course (7 cr.)**

- EDUC 4500 - Capstone
- OR
- EDUC 4001 - Capstone

### **General**

The General concentration provides students with a foundation in child development and educational theory. Coursework examines children's key developmental milestones from birth through adolescence, exploring their physical, social-emotional, and cognitive/language development. Students learn how to create environments that promote healthy development. This concentration allows **for a larger number of transferable credits than more specialized programs permit**, helping students earn their degree at an accelerated pace.\*

\*Time to completion may vary by student, depending on individual progress and credits transferred, if applicable.

### **First Course (1 cr.)**

- WLDN 1000 - Dynamics of Walden Success: Learning Lab

### **Core Courses (67 cr.)**

- EDUC 1001 - Introduction to Education♦
- EDUC 1002 - Pioneers and Philosophies of Education♦
- EDUC 1011 - Making Connections: The Early Childhood Field
- EDUC 1003 - Educational Psychology♦
- EDUC 1004 - Child Development♦
- EDUC 1005 - Child Health, Safety, and Nutrition♦
- EDUC 1006 - Child, Family, and Community Relationships♦
- EDUC 1013 - Making Connections: The Well-Being of Children
- EDUC 2001 - Language Development♦
- EDUC 2002 - Children's Literature♦
- EDUC 2011 - Making Connections: The Foundations of Literacy
- EDUC 3003 - Observation and Assessment of the Young Child♦
- EDUC 4004 - Children with Special Needs♦
- EDUC 4005 - Cultural and Linguistic Diversity♦

- EDUC 4011 - Making Connections: The Individuality of Children
- EDUC 4012 - Making Connections: Living in a Diverse World

### **Child Development Upper Elective Courses (10 cr.)**

Choose two Child Development courses as upper level electives (10 cr.).

### **Elective Courses (50 cr.)**

Choose five courses from general education, B.S. in Child Development, or other Walden bachelor's degree programs. At least 55 credits must be at the 3000–4000 level. Your elective credits should total 25 to meet your program requirements. You 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. Although this program requires fewer than six elective courses, you have the option to complete a minor and graduate with more than the required number of credits for this program.

### **Capstone Course (7 cr.)**

- EDUC 4500 - Capstone
- OR
- EDUC 4001 - Capstone

### **Infant/Toddler Concentration**

#### **First Course (1 cr.)**

- WLDN 1000 - Dynamics of Walden Success: Learning Lab

#### **Core Courses (67 cr.)**

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

### **Concentration Courses (36 cr.)**

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

### **Elective Courses (25 cr.)**

Choose five courses from general education, B.S. in Child Development, or other Walden bachelor's degree programs. At least 55 credits must be at the 3000–4000 level. Elective credits should total 25 to meet the program requirements. Students may also be eligible to transfer previous credit to meet their elective requirements. **Note on Minors:** Electives can also be used to complete a six-course minor. Although this program requires fewer than six elective courses, students have the option to complete a minor and graduate with more than the required number of credits for this program.

### **Capstone Course (7 cr.)**

- EDUC 4001 - Capstone

### **General Education Courses (45 cr.)**

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

## **Preschool Concentration**

### **First Course (1 cr.)**

- WLDN 1000 - Dynamics of Walden Success: Learning Lab

### **Core Courses (67 cr.)**

- EDUC 1001 - Introduction to Education♦
- EDUC 1002 - Pioneers and Philosophies of Education♦
- EDUC 1011 - Making Connections: The Early Childhood Field
- EDUC 1003 - Educational Psychology♦
- EDUC 1004 - Child Development♦
- EDUC 1012 - Making Connections: The Developing Child
- EDUC 1005 - Child Health, Safety, and Nutrition♦
- EDUC 1006 - Child, Family, and Community Relationships♦
- EDUC 1013 - Making Connections: The Well-Being of Children
- EDUC 2001 - Language Development♦

- EDUC 2002 - Children's Literature♦
- EDUC 2011 - Making Connections: The Foundations of Literacy
- EDUC 3003 - Observation and Assessment of the Young Child♦
- EDUC 4004 - Children with Special Needs♦
- EDUC 4011 - Making Connections: The Individuality of Children
- EDUC 4005 - Cultural and Linguistic Diversity♦
- EDUC 4012 - Making Connections: Living in a Diverse World

### **Concentration Courses (36 cr.)**

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

### **Elective Courses (25 cr.)**

Choose five courses from general education, B.S. in Child Development, or other Walden bachelor's degree programs. At least 55 credits must be at the 3000–4000 level. Elective credits should total 25 to meet the program requirements. Students may also be eligible to transfer previous credit to meet their elective requirements. **Note on Minors:** Electives can also be used to complete a six-course minor. Although this program requires fewer than six elective courses, students have the option to complete a minor and graduate with more than the required number of credits for this program.

### **Capstone Course (7 cr.)**

- EDUC 4001 - Capstone

### **General Education Courses (45 cr.)**

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

### **Psychology Concentration**

From infancy to adolescence, children are shaped by emotional, physical, social, and environmental factors. The Psychology concentration will expand students' understanding of the development, behavior, and motivations of children of all ages. Students build the knowledge base needed to work with children and their families in a variety of public, private, and nonprofit organizations. The B.S. in Child Development program is one of the only non-licensure degree programs in the nation to offer this concentration, which is designed for individuals who want to increase their knowledge of human psychology and behavior as they relate to development from infancy through adolescence.

**First Course (1 cr.)**

- WLDN 1000 - Dynamics of Walden Success: Learning Lab

**Core Courses (67 cr.)**

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

**Concentration Courses (60 cr.)**

- EDUC 3101 - Professionalism and Advocacy in the Early Childhood Field♦
- EDUC 3103 - Guiding Young Children's Behavior♦
- EDUC 3203 - Infant/Toddler Mental Health♦
- EDUC 3301 - School-Age and Adolescent Development♦
- EDUC 3303 - Motivating and Guiding School-Age Children and Adolescents♦
- EDUC 4102 - Play and Learning for the Preschool Child♦
- EDUC 4205 - Developmentally Appropriate Practices in Infant Settings♦
- EDUC 4206 - Developmentally Appropriate Practices in Toddler Settings♦
- PSYC 1002 - Psychology as a Natural Science♦
- PSYC 1003 - Psychology as a Social Science♦
- PSYC 2004 - Motivation and Emotion♦
- PSYC 2005 - Social Influences on Behavior♦
- PSYC 4002 - Brain and Behavior♦

**Capstone Course (7 cr.)**

- EDUC 4500 - Capstone

OR

- EDUC 4001 - Capstone

### **General Education Courses (45 cr.)**

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

## **B.S. in Educational Studies**

Education means so much more today than simply attending a class in a traditional classroom setting. Education happens in schools, postsecondary institutions, public and private organizations, the workplace, and the home. It happens in classrooms and community centers, in libraries and laboratories, in offices and online. Education can involve people of all ages, from all walks of life, pursuing some type of learning goal, from graduating high school to learning new career skills to engaging in a new hobby.

Students in the B.S. in Educational Studies program explore some of today's most sought-after areas of expertise, including educational technology, diversity, law and ethics, psychology, and creativity. They are able to apply their newfound knowledge to any number of roles, including workforce development, nonprofit agencies, community programs, tutoring and support services for children and adults, education-business partnerships, and educational policy.

### **Learning Outcomes**

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

1. Critically examine the role of education in a global society.
2. Reflect on the importance of creativity in the teaching and learning process.
3. Evaluate the potential impact of educational programs and practices on diverse populations.
4. Demonstrate an ability to use digital technologies in professional communication, collaboration, and problem solving.
5. Analyze changes in views of knowledge, learning, and literacy in the 21st century.
6. Apply principles of learner motivation in evaluating learning environments.
7. Make effective decisions based on a sound understanding of legal and ethical issues in education.
8. Integrate and apply educational concepts, using multiple perspectives and procedures, in addressing a selected issue.

### **Concentrations**

- General Program

### **Degree Requirements**

- 181 total quarter credits (including 45 cr. completed at Walden)
- First course (1 cr.)
- General education courses (45 cr.)

- Core courses (60 cr.)
- Elective courses (70 cr.)
- Capstone course (5 cr.)

## **Curriculum**

### **General Education Courses (45 cr.)**

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 academic advisor if they have questions about individual program requirements.

### **First Course (1 cr.)**

- WLDN 1000 - Dynamics of Walden Success: Learning Lab

### **Core Courses (60 cr.)**

*The following courses are required as part of the B.S. in Educational Studies core:*

- EDUC 1014 - Understanding Today's Instructional Environments♦
- EDUC 1015 - How People Learn♦
- EDUC 1016 - Foundations of Educational Studies♦
- EDUC 2003 - Human Development♦
- EDUC 2012 - Understanding and Valuing Creativity♦
- EDUC 3006 - Designing Curriculum♦
- EDUC 3007 - Assessment and Evaluation♦
- EDUC 3008 - Diversity in Education♦
- EDUC 3009 - Technology and Education♦
- EDUC 3010 - 21st Century Learning♦
- EDUC 4013 - Motivation and Learning♦
- EDUC 4014 - Legal and Ethical Issues in Education♦

### **Elective Courses (70 cr.)**

Choose 10 courses from general education, B.S. in Educational Studies, or other Walden bachelor's degree programs. At least 55 credits must be at the 3000–4000 level. Elective credits should total 70 to meet the program requirements. Students may also be eligible to transfer previous credit to meet their elective requirements. *Note on Minors:* Electives can also be used to complete a six-course minor.

*Note:* RN-BSN courses are not available to students outside the RN-BSN program.

### **Capstone Course (5 cr.)**

- EDUC 4015 - Educational Studies Capstone

## **Note on Licensure**

*For initial licensure or adding endorsements (e.g., new teaching fields) to existing licenses, individuals are often required to complete a state-approved licensure program. Walden offers Minnesota state-approved licensure programs in special education, early childhood education, and P–12 principal licensure.*

*Additionally, not all of Walden's programs include a practicum or cover the grade span of K–12, which are requirements for obtaining an endorsement in some states, especially in the area of reading.*

*The graduate degree program and coursework within the program in which you are enrolling is accepted by many states toward upgrading or renewing a license or obtaining a salary increase (depending on state or district policy).*

*Prospective students seeking licensure must research their state licensure requirements to determine (1) if they are required to complete a state-approved licensure program, and (2) if there are any other requirements that apply, especially requirements pertaining to programs provided by out-of-state (except Minnesota) or online institutions.*

*Walden enrollment advisors can provide guidance on licensure issues; 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 or endorsement. For additional guidance on licensure issues, please refer to [www.WaldenU.edu/educlicensure](http://www.WaldenU.edu/educlicensure).*

## **Program Data**

Walden is committed to providing the information about your program. Please find detailed information for the [B.S. in Educational Studies](#) program relating to the types of occupations this program may lead to, completion rate, program costs, and median loan debt of students who have graduated from this program.

## **B.S. in Instructional Design and Technology**

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

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

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

## **Learning Outcomes**

Upon completion of the program, education professionals will be able to:

1. Design conditions for learning by applying principles of instructional systems design, instructional strategies, and learner characteristics.
2. Develop instructional materials and experiences using print, audiovisual, computer-based, and integrated technologies.
3. Use processes and resources for learning by applying principles and theories of media utilization.
4. Evaluate the adequacy of instruction and learning by applying principles of problem analysis, criterion-references measurement, and formative and summative evaluation.

## **Concentrations**

- General Program
- Human Factors and Interface Design

## **Degree Requirements**

### **General Program**

- General education courses (45 cr.)
- Core courses (75 cr.)
- Capstone course (5 cr.)
- Business and Organizational Change Concentration
- General education courses (45 cr.)
- Core courses (75 cr.)
- Elective courses (35 cr.)
- ePortfolio

### **Human Factors and Interface Design Concentration**

- General education courses (45 cr.)
- Core courses (75 cr.)
- Elective courses (20 cr.)
- ePortfolio

## **Curriculum**

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

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

### **Core Curriculum**

**Note:** Students admitted prior to September 2010 are required to complete CMIS 1002, CMIS 2001, and CMIS 4201 as part of the core curriculum.

### **General Education Courses (45 cr.)**

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 academic advisor if they have questions about individual program requirements.

### **First Course (1 cr.)**

- WLDN 1000 - Dynamics of Walden Success: Learning Lab

### **Education Core Courses (30 cr.)**

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

### **Instructional Design Core Courses (45 cr.)**

- EIDT 2001 - Technology and Learning♦
- EIDT 2002 - Web Design I♦
- EIDT 2003 - Introduction to Distance Education♦
- EIDT 2004 - Instructional Design I♦
- EIDT 3003 - Ethical and Fair Use of Instructional Materials♦
- EIDT 3002 - Multimedia Tools♦
- EIDT 3004 - Instructional Design II♦
- EIDT 4004 - Instructional Design III♦
- EIDT 4002 - Web Design II♦

### **Elective Courses (20–55 cr.)**

Students in the **General Program** choose 11 additional elective courses (55 cr.) from either general education, B.S. in Child Development, B.S. in Educational Studies, or any bachelor's program. At least 15 elective credits must be at the 3000 level or above.

Students in the **Business and Organizational Change** concentration choose seven additional elective courses (35 cr.) from either general education, B.S. in Child Development, B.S. in Educational Studies, or any bachelor's program.

Students in the **Human Factors and Interface Design** concentration choose four additional elective courses (20 cr.) from either general education, B.S. in Child Development, B.S. in Educational Studies, or any bachelor's program.

### **Capstone Course (5 cr.)**

- EIDT 4001 - Instructional Design and Technology Capstone

### **Additional Technology Requirements**

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

- Adobe CS Design and Web Premium (Students must purchase from Walden Computer Store to take advantage of student discount.)
- Adobe CS Design and Web Premium will not run effectively with Windows 2000.

### **Program Data**

Walden is committed to providing the information about your program. Please find detailed information for the [B.S. in Instructional Design and Technology](#) program relating to the types of occupations this program may lead to, completion rate, program costs, and median loan debt of students who have graduated from this program.

### **Business and Organizational Change Concentration**

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

### **First Course (1 cr.)**

- WLDN 1000 - Dynamics of Walden Success: Learning Lab

### **Education Core Courses (30 cr.)**

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

### **Instructional Design Core Courses (45 cr.)**

- EIDT 2001 - Technology and Learning♦
- EIDT 2002 - Web Design I♦
- EIDT 2003 - Introduction to Distance Education♦
- EIDT 2004 - Instructional Design I♦
- EIDT 3003 - Ethical and Fair Use of Instructional Materials♦
- EIDT 3002 - Multimedia Tools♦
- EIDT 3004 - Instructional Design II♦
- EIDT 4004 - Instructional Design III♦
- EIDT 4002 - Web Design II♦

### **Concentration Courses (20 cr.)**

- HRMG 3001 - Human Resource Management♦
- BUSI 3002 - Ethical Leadership♦
- BUSI 3003 - Dynamics of Change♦

### **Elective Courses (35 cr.)**

Choose nine courses from general education, B.S. in Instructional Design and Technology, or other Walden bachelor's degree programs. At least 55 credits must be at the 3000–4000 level. Elective credits should total 20 to meet the program requirements. 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.

### **Capstone Course (5 cr.)**

- EIDT 4001 - Instructional Design and Technology Capstone

### **Concentration Curriculum (20 cr.)**

- BUSI 1001 - Introduction to Business♦
- HRMG 3001 - Human Resource Management♦
- BUSI 3002 - Ethical Leadership♦
- BUSI 3003 - Dynamics of Change♦

## **General Program**

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

### **Core Curriculum**

#### **First Course (1 cr.)**

- WLDN 1000 - Dynamics of Walden Success: Learning Lab

### **General Education Courses (45 cr.)**

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

### **Education Core Courses (30 cr.)**

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

### **Instructional Design Core Courses (45 cr.)**

- EIDT 2001 - Technology and Learning♦
- EIDT 2002 - Web Design I♦
- EIDT 3003 - Ethical and Fair Use of Instructional Materials♦
- EIDT 2003 - Introduction to Distance Education♦
- EIDT 2004 - Instructional Design I♦
- EIDT 3002 - Multimedia Tools♦
- EIDT 3004 - Instructional Design II♦
- EIDT 4004 - Instructional Design III♦
- EIDT 4002 - Web Design II♦

### **Electives (55 cr.)**

Choose nine courses from general education, B.S. in Instructional Design and Technology, or other Walden bachelor's degree programs. At least 55 credits must be at the 3000–4000 level. The elective credits should total 55 to meet program requirements. Students may also be eligible to transfer previous credit to meet their elective requirements. **Note on Minors:** Electives can also be used to complete a six-course minor.

### **Capstone Course (5 cr.)**

- EIDT 4001 - Instructional Design and Technology Capstone

### ***Human Factors and Interface Design Concentration***

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

### **First Course (1 cr.)**

### **Education Core Courses (30 cr.)**

- EDUC 1014 - Understanding Today's Instructional Environments♦

- EDUC 1015 - How People Learn♦
- EDUC 2003 - Human Development♦
- EDUC 2004 - Literacy in the 21st Century♦
- EDUC 3004 - Curriculum Design♦
- EDUC 3005 - Evaluation and Assessment♦

### **Instructional Design Core Courses (60 cr.)**

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

### **Concentration Courses (20 cr.)**

- CMIS 4204 - Computer-Mediated Communications♦
- CMIS 4402 - E-Learning Concepts and Systems♦
- CMIS 4202 - HCI Evaluation Methods♦
- CMIS 4203 - User Interface Development♦

### **Elective Courses (20 cr.)**

Choose nine courses from general education, B.S. in Instructional Design and Technology, or other Walden bachelor's degree programs. At least 55 credits must be at the 3000–4000 level. Elective credits should total 20 to meet the program requirements. Students may also be eligible to transfer previous credit to meet the elective requirements. **Note on Minors:** Electives can also be used to complete a six-course minor.

### **Concentration Curriculum (35 cr.)**

- CMIS 1002 - Information Technology Infrastructure♦
- CMIS 2001 - Internet Computing♦
- CMIS 4201 - Human Factors♦
- CMIS 4204 - Computer-Mediated Communications♦
- CMIS 4402 - E-Learning Concepts and Systems♦
- CMIS 4202 - HCI Evaluation Methods♦
- CMIS 4203 - User Interface Development♦

## Other Undergraduate Options

### Accelerate Into Master's (AIM) Programs

Walden University offers opportunities for advanced 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. Students must select 5000-level courses as electives or replace courses in their B.S. program, and also must meet specific academic requirements.

When undergraduate students attempt a 5000-level course, they may earn a C in the graduate-level course but only a grade of B or better will carry over to the graduate program. Students who receive a C grade will be awarded a grade of C\*, which will permit the grade to be used toward the undergraduate-level requirement but not toward the master's-level requirement. Students who do not receive a B or better are not permitted to continue taking 5000-level courses. Later admission to the master's program requires that students must repeat that course as a master's student.

### Requirements

Walden University offers several opportunities for advanced undergraduate students in certain programs to accelerate time to completion in certain master's degree programs.

1. Undergraduates can complete no more than 50% of the total courses required for master's degree completion, excluding thesis, practicum, or capstone. (Individual programs determine specific eligible courses and some programs may limit the number of courses available.)
2. 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.
  - b. Have completed a minimum of 90 credits and any specific core requirements associated with their bachelor's program listed below. (Individual programs may determine additional prerequisites.)
  - c. Be in good financial standing.
  - d. Not have any incompletes.

AIM courses are (5000-level) graduate courses.\*

- a. Tuition for these courses is charged at the undergraduate rate.
- b. Courses taken as an undergraduate count as fulfilling undergraduate degree requirements.
- c. Grades for graduate courses taken as an undergraduate are incorporated into the undergraduate GPA.

Students must get a *B* or better in each course to have that course applied to the master's program.

- Students who get lower than a *B* in an AIM course will not be allowed to take any more 5000-level courses. Later admission to the master’s program requires that the student must repeat that course as a master’s student.

Students are expected to maintain the undergraduate GPA expected for admission to the associated master’s program.

Falling below this GPA prevents the student from taking any additional graduate courses as an undergraduate student.

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

Students who complete these courses successfully 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.

Taking AIM courses does not guarantee admission into a master’s program. Upon admission to the master’s program, all AIM graduate courses completed with a B or better are applied to graduate program. The graduate GPA is calculated based only on those graduate courses taken as a graduate student.

Institutional coursework expires within 10 years unless otherwise notated by the individual academic unit or program.

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

### AIM Program Chart

<i>Master’s program</i>	<i>Eligible courses</i>
<b>The Richard W. Riley College of Education and Leadership</b>	
<b>M.S. in Early Childhood Studies</b> <i>Students may select any or all of these courses. Individual course prerequisites apply.</i>	<ul style="list-style-type: none"> <li>• <a href="#">EDUC 5005 - Foundations: Early Childhood Studies</a></li> <li>• <a href="#">EDUC 5160 - Early Childhood Development</a></li> <li>• <a href="#">EDUC 5161 - Effective Programs and Practices</a></li> <li>• <a href="#">EDUC 5162 - Issues and Trends in the Early Childhood Field</a></li> </ul> <p><i>Students must complete all general education and core requirements before beginning these AIM courses.</i></p>
<b>M.S. in Instructional Design and Technology</b> <i>Students may select any or all of these courses. Individual course prerequisites apply.</i>	<ul style="list-style-type: none"> <li>• <a href="#">EDUC 5105 - Organizations, Innovation, and Change</a></li> <li>• <a href="#">EDUC 5115 - Learning Theories and Instruction</a></li> <li>• <a href="#">EIDT 5100 - Instructional Design</a></li> <li>• <a href="#">EIDT 5110 - Advanced Instructional Design</a></li> </ul> <p><i>Students must complete all general education and core requirements before beginning these AIM courses.</i></p>
<b>College of Management and Technology</b>	

<b>School of Management</b>	
<p><b>Master of Business Administration</b>  <i>Students may select any or all of these courses. Individual course prerequisites apply.</i></p>	<ul style="list-style-type: none"> <li>• <a href="#">MMBA 5501 - Managing and Leading: A Contemporary Approach</a></li> <li>• <a href="#">MMBA 5510 - Leading People</a> (prereq: MMBA 5501)</li> <li>• <a href="#">MMBA 5520 - Business Operations in the U.S. and Abroad</a> (prereq: MMBA 5510)</li> <li>• <a href="#">MMBA 5540 - Innovation and Technology</a> (prereq: MMBA 5520)</li> <li>• <a href="#">MMBA 5530 - Marketing</a> (prereq: MMBA 5540)</li> </ul>
<b>College of Health Sciences</b>	
<b>School of Health Sciences</b>	
<p><b>Master of Public Health (M.P.H.)</b>  <i>Students may select any or all of these courses. Individual course prerequisites apply.</i></p> <p><i>It is recommended that students complete PUBH 5101 prior to enrolling in any other M.P.H. courses.</i></p>	<ul style="list-style-type: none"> <li>• <a href="#">PUBH 5101 - Principles of Communication in Public Health</a></li> <li>• <a href="#">PUBH 5002 - Essentials of Public Health: A Case Study Approach</a></li> <li>• <a href="#">PUBH 5115 - Social, Behavioral, and Cultural Factors in Public Health</a></li> <li>• <a href="#">PUBH 5165 - Environmental Health</a></li> <li>• <a href="#">PUBH 5235 - Program Design, Planning, and Evaluation</a></li> <li>• <a href="#">PUBH 5175 - Health Policy and Management</a></li> </ul> <p><i>Students must complete all general education and core requirements before beginning AIM courses.</i></p>
<p><b>Master of Healthcare Administration (M.H.A.)</b>  <i>Students may select any or all of these courses. Individual course prerequisites apply.</i></p>	<ul style="list-style-type: none"> <li>• <a href="#">MMHA 5015 - Foundations of Healthcare Administration</a></li> <li>• <a href="#">MMHA 5100 - U.S. Healthcare Delivery System</a></li> <li>• <a href="#">MMHA 5135 - Health Policy and Economics</a></li> <li>• <a href="#">MMHA 5205 - Health Law and Ethics</a></li> </ul> <p><i>Students must complete all general education and core requirements before beginning these AIM courses.</i></p>
<b>College of Social and Behavioral Sciences</b>	
<b>School of Public Policy and Administration</b>	
<p><b>Master of Public Administration (M.P.A.)</b>  <i>Students may select up to five of these courses. Individual course prerequisites apply.</i></p>	<ul style="list-style-type: none"> <li>• <a href="#">MMPA 5200 - Introduction to Public Administration</a></li> <li>• <a href="#">MMPA 5405 - Ethics and Social Justice</a></li> <li>• <a href="#">MMPA 5420 - Organizational Management and Leadership</a></li> <li>• <a href="#">MMPA 5431 - Finance and Budgeting for the Public</a></li> </ul>

	<p><u>Sector</u></p> <ul style="list-style-type: none"> <li>• <a href="#">MMPA 5435 - Human Resource Management: Building a Capable Workforce</a></li> <li>• <a href="#">MMPA 5451 - Public Policy Analysis</a></li> <li>• <a href="#">MMPA 5480 - Applied Research and Evaluation Methods</a></li> </ul> <p><i>Students must complete all general education and core requirements before beginning these AIM courses.</i></p>
<p><b>Master of Public Policy (M.P.P.)</b>  <i>Students may select any or all of these courses. Individual course prerequisites apply.</i></p>	<ul style="list-style-type: none"> <li>• <a href="#">MMPP 5280 - Policy and Politics in American Political Institutions</a></li> <li>• <a href="#">MMPP 5405 - Ethics and Social Justice</a></li> <li>• <a href="#">MMPA 5420 - Organizational Management and Leadership</a></li> <li>• <a href="#">MMPA 5431 - Finance and Budgeting for the Public Sector</a></li> <li>• <a href="#">MMPP 5111 - Leadership and Organizational Change</a></li> </ul> <p><i>Students must complete all general education and core requirements before beginning these AIM courses.</i></p>
<p><b>M.S. in Nonprofit Management and Leadership</b>  <i>Students may select up to five of these courses. Individual course prerequisites apply.</i></p>	<ul style="list-style-type: none"> <li>• <a href="#">NPMG 5200 - Introduction to the Nonprofit Sector</a></li> <li>• <a href="#">NPMG 5405 - Ethics and Social Justice</a></li> <li>• <a href="#">NPMG 5420 - Organizational Management and Leadership</a></li> <li>• <a href="#">NPMG 5431 - Finance and Budgeting for the Nonprofit Sector</a></li> <li>• <a href="#">NPMG 5435 - Human Resource Management: Building a Capable Workforce</a></li> <li>• <a href="#">NPMG 5480 - Applied Research and Evaluation Methods</a></li> </ul> <p><i>Students must complete all general education and core requirements before beginning these AIM courses.</i></p>
<p><b>M.S. in Criminal Justice</b>  <i>Students may select any or all of these courses. Individual course prerequisites apply.</i></p>	<ul style="list-style-type: none"> <li>• <a href="#">CRJS 5137 - The Nature of Crime and Criminology</a></li> <li>• <a href="#">CRJS 5215 - Controversies in Criminal Justice</a></li> <li>• <a href="#">CRJS 5511 - Special Populations</a></li> <li>• <a href="#">CRJS 5217 - Technological Solutions and 21st-Century Crime</a></li> <li>• <a href="#">CRJS 5203 - Victimology</a></li> </ul> <p><i>Students must complete all general education and core requirements before beginning these AIM courses.</i></p>
<p><b>M.S. in Criminal Justice Leadership and Executive Management</b>  <i>Students may select any or all of</i></p>	<ul style="list-style-type: none"> <li>• <a href="#">CRJS 5137 - The Nature of Crime and Criminology</a></li> <li>• <a href="#">CRJS 5215 - Controversies in Criminal Justice</a></li> </ul> <p><i>Students must complete all general education and core requirements before beginning these AIM courses.</i></p>

*these courses. Individual course prerequisites apply.*

### School of Psychology

#### **M.S. in Psychology**

*Students may select any or all of these courses for the listed specializations. Individual course prerequisites apply.*

#### **Applied Psychology**

- [PSYC 5215 - Lifespan Development](#)
- [PSYC 5245 - Social Psychology](#)
- [PSYC 5701 - Culture and Psychology](#)

#### **Crisis Management and Response**

- [PSYC 5701 - Culture and Psychology](#)
- [PSYC 5740 - Disaster, Crisis, and Trauma](#)

#### **Educational Psychology**

- [PSYC 5215 - Lifespan Development](#)
- [PSYC 5240 - Human Motivation](#)
- [PSYC 5701 - Culture and Psychology](#)

#### **General Psychology**

- [PSYC 5215 - Lifespan Development](#)
- [PSYC 5245 - Social Psychology](#)
- [PSYC 5701 - Culture and Psychology](#)
- [PSYC 5220 - Psychology of Personality](#)

#### **Health Psychology**

- [PSYC 5215 - Lifespan Development](#)
- [PSYC 5745 - Health Psychology](#)

#### **Media Psychology**

- [PSYC 5245 - Social Psychology](#)
- [PSYC 5701 - Culture and Psychology](#)
- [PSYC 5760 - Psychology and the Media](#)

#### **Organizational Psychology**

- [PSYC 5480 - Psychology of Organizational Behavior](#)

#### **Program Evaluation and Research**

- [PSYC 5315 - Tests and Measurement](#)

#### **Psychology of Culture**

- [PSYC 5245 - Social Psychology](#)
- [PSYC 5701 - Culture and Psychology](#)

	<p><b>Psychology, Public Administration, and Social Change</b></p> <ul style="list-style-type: none"> <li>• <a href="#">PSYC 5245 - Social Psychology</a></li> <li>• <a href="#">PSYC 5701 - Culture and Psychology</a></li> </ul> <p><b>Social Psychology</b></p> <ul style="list-style-type: none"> <li>• <a href="#">PSYC 5245 - Social Psychology</a></li> <li>• <a href="#">PSYC 5701 - Culture and Psychology</a></li> </ul> <p><b>Terrorism and Security</b></p> <ul style="list-style-type: none"> <li>• <a href="#">PSYC 5245 - Social Psychology</a></li> <li>• <a href="#">PSYC 5741 - Psychology of Terrorism</a></li> </ul> <p><i>Students must complete all general education and core requirements before beginning these AIM courses.</i></p>
<p><b>M.S. in Forensic Psychology</b>  <i>Students may select up to five of these courses. Individual course prerequisites apply.</i></p>	<ul style="list-style-type: none"> <li>• <a href="#">FPSY 5101 - Introduction to Forensic Psychology</a></li> <li>• <a href="#">FPSY 5115 - Understanding Forensic Psychology Research</a></li> <li>• <a href="#">FPSY 5125 - Assessment in Forensic Psychology Settings</a></li> <li>• <a href="#">FPSY 5135 - Criminal Behavior</a></li> <li>• <a href="#">FPSY 5145 - Ethical Issues and Professional Responsibilities in Forensic Psychology</a></li> <li>• <a href="#">FPSY 5720 - Abnormal Behavior</a></li> </ul> <p><i>Students must complete all general education and core requirements before beginning these AIM courses.</i></p>

*All semester credits will be converted to quarter credits using the ratio of 1 semester credit equals 1.5 quarter credits.*

## Undergraduate Minors

Students have the option to select a minor after starting their undergraduate program. Unlike an undergraduate concentration, a minor must be in a discipline outside the student's major. Students should verify individual requirements for each minor, including which programs are ineligible. An undergraduate minor consists of six or more courses with a minimum of two at the upper level. Students wishing to add a minor to their program should contact their academic advisor. Students may select a maximum of two minors.

- [Minor in Applied Instructional Design and Technology](#)
- [Minor in Business](#)
- [Minor in Child Development](#)
- [Minor in Communication](#)
- [Minor in Criminal Justice](#)
- [Minor in Educational Studies](#)
- [Minor in Healthcare Management](#)

- [Minor in Health Promotion and Wellness](#)
- [Minor in Health Studies](#)
- [Minor in Introductory Design and Technology](#)
- [Minor in Political Science and Public Administration](#)
- [Minor in Psychology](#)
- [Minor in Public Health](#)

### **Minor in Applied Instructional Design and Technology**

The Undergraduate Minor in Applied Instructional Design and Technology is designed for non-education major students who are interested in the growing field of instructional design. This minor can help prepare students to use technology to create and evaluate learning materials for use in various instructional settings. For students looking to focus more on design and who are willing to purchase the Adobe Web Premium software, the Applied Instructional Design and Technology minor will allow them to gain actual design experience with hands-on use of the Adobe Web Premium software.

*Note:* This minor is not available to students in the B.S. in Instructional Design and Technology program.

#### **Required (30 cr.)**

Courses should be completed in the following order:

- EDUC 1015 - How People Learn♦
- EIDT 3002 - Multimedia Tools♦
- EIDT 2002 - Web Design I♦
- EIDT 2004 - Instructional Design I♦
- EIDT 3004 - Instructional Design II♦
- EIDT 4004 - Instructional Design III♦

### **Minor in Child Development**

The Minor in Child Development is for the non-education major student seeking skills and knowledge in 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:* This minor is not available to students in the B.S. in Child Development program.

#### **Required (30 cr.)**

- EDUC 1004 - Child Development♦
- EDUC 4005 - Cultural and Linguistic Diversity♦
  - Students may select from four of the following courses:
- EDUC 1005 - Child Health, Safety, and Nutrition♦
- EDUC 1006 - Child, Family, and Community Relationships♦

- EDUC 2001 - Language Development♦
- EDUC 2002 - Children's Literature♦
- EDUC 3003 - Observation and Assessment of the Young Child♦
- EDUC 3203 - Infant/Toddler Mental Health♦

### **Minor in Educational Studies**

The Undergraduate Minor in Educational Studies is for the non-education major student interested in exploring some of today's most sought-after areas of expertise, including educational technology, diversity, law and ethics, psychology, and creativity. Students can gain the skills and knowledge to any number of roles, including workforce development, nonprofit agencies, community programs, tutoring and support services for children and adults, education-business partnerships, and educational policy.

*Note:* This minor is not available to students in the B.S. in Educational Studies program.

#### **Required (30 cr.)**

- EDUC 1014 - Understanding Today's Instructional Environments♦
- EDUC 1016 - Foundations of Educational Studies♦
- EDUC 2012 - Understanding and Valuing Creativity♦
- EDUC 3008 - Diversity in Education♦
- EDUC 3009 - Technology and Education♦
- EDUC 3010 - 21st Century Learning♦

### **Minor in Introductory Design and Technology**

The Undergraduate Minor in Introductory Instructional Design and Technology is for the non-education major student who may be interested in designing learning experiences and training programs. Students will gain firsthand knowledge of a learning management system and how it is used to provide engaging and content-rich instruction. This minor will not require the purchase of Adobe Web Premium software.

*Note:* This minor is not available to students in the B.S. in Instructional Design and Technology program.

#### **Required (30 cr.)**

- EDUC 1014 - Understanding Today's Instructional Environments♦
- EIDT 2001 - Technology and Learning♦
- EIDT 2003 - Introduction to Distance Education♦
- EIDT 2004 - Instructional Design I♦
- EIDT 3003 - Ethical and Fair Use of Instructional Materials♦
- EDUC 3005 - Evaluation and Assessment♦

# Teacher Preparation Program

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

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

### Specializations

- Early Childhood Education (Birth–Grade 3)
- Special Education (K–Age 21)

### Completion Requirements

- Core courses (13–18 sem. cr.)
- Field experience\*\*: a minimum of 75 hours of classroom-based and virtual experiences in conjunction with coursework; 12–14 weeks of full-time demonstration teaching
- ePortfolio

\*\* *Note:* In addition to Walden's general technical requirements, access to a scanner is required so that candidates can electronically submit signed documents verifying their field experience hours.

### Curriculum

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

### \*Note on Licensure

*Walden is approved by the Minnesota Board of Teaching to offer a program leading to initial licensure in Early Childhood Education. Candidates must pass the required Minnesota Teacher Licensure Exams (MTLEs) before Walden can recommend candidates to the Minnesota Department of Education (MDE) for the license. Candidates are responsible for completing any other Minnesota requirements beyond Walden's state-approved program and MDE is solely responsible for reviewing applications and issuing licenses.*

*Individuals interested in an early childhood licensure in states other than Minnesota may qualify by virtue of completing a state-approved teacher 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.*

*Walden enrollment advisors can provide guidance on licensure issues; 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 or endorsement.*

## **Program Data**

Walden is committed to providing the information about your program. Please find detailed information for the [Teacher Preparation Program with a Master of Arts in Teaching \(M.A.T.\)](#) relating to the types of occupations this program may lead to, completion rate, program costs, and median loan debt of students who have graduated from this program.

## **Early Childhood Education (Birth–Grade 3) Specialization**

The teacher preparation program with a Master of Arts in Teaching (M.A.T.) with a specialization in Early Childhood Education (Birth–Grade 3) is a 43-semester-credit program. Courses and field experiences are closely aligned with Minnesota standards for teachers and the initial licensure standards of the National Association for the Education of Young Children (NAEYC).

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

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

### **Core Courses (13 sem. cr.)**

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

### **Specialization Courses (18 sem. cr.)**

- EDUC 6681 - Early Childhood Education: Past, Present, and Future
- EDUC 6682 - Teaching Reading, P-3

- EDUC 6683 - Developmentally Appropriate Practices for Infants and Toddlers
- EDUC 6684 - Play and Learning for the Preschool Child
- EDUC 6685 - Teaching Mathematics, P-3
- EDUC 6686 - Teaching Across the Content Areas, P-3

**Field Experience (6 sem. cr.)**

- EDUC 6687 - Demonstration Teaching: Early Childhood Education

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

- EDUC 6621 - Educational Research: Foundations
- EDUC 6622 - Educational Research: Practical Applications

**Course Sequence**

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

*\* Note: Exact sequence of study may vary, depending on start date.*

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

## **Guidebook**

Walden University requires that all candidates in its teacher preparation program with a Master of Arts in Teaching (M.A.T.) review the Candidate Guidebook and 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* from their myWalden university portal. Candidates enrolled in the teacher preparation program with a Master of Arts in Teaching (M.A.T.) should refer to the Candidate Guidebook for complete information on the programs and 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.

## **Special Education (K–Age 21)**

The Master of Arts in Teaching (M.A.T.) with a specialization in Special Education (K–Age 21) program is designed for individuals seeking licensure as special educators. This specialization focuses on the learning and development of students of all ages (K–Age 21) with a broad range of exceptionalities, including autism spectrum disorders, developmental cognitive disorders, health disabilities, emotional and behavioral disorders, and learning disabilities. Candidates will develop an in-depth understanding of a variety of learning styles and learn how to apply instructional skills and strategies to assist students with multiple disabilities to develop critical-thinking, problem-solving, and performance skills. The curriculum includes field experiences that provide opportunities to observe expert educators, receive mentoring, and apply what is learned across age levels in primary and secondary settings.

Courses and field experiences for this specialization incorporate standards of the Council for Exceptional Children (CEC) and the Interstate New Teacher Assessment and Support Consortium (InTASC) and are aligned with Minnesota state’s special education licensure standards.

## **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 creates 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.

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

- EDUC 6605 - Teacher as Lifelong Learner and Professional Educator
- EDUC 6606 - Today's Classroom and the Diverse Learner
- EDUC 6607 - Effective Practices: Assessment, Teaching, and Learning
- EDUC 6608 - Classroom Management
- EDUC 6649 - Seminar for Professional Educators
- EDUC 6688 - Action Research

#### **Specialization Courses (24 sem. cr.)**

- EDUC 6627 - Foundations of Literacy
- EDUC 6626 - Foundations of Special Education
- EDUC 6628 - Individualizing Education Programs for Learners with Exceptionalities
- EDUC 6636 - Characteristics of Learners with Exceptionalities
- EDUC 6637 - Literacy Assessment and Intervention to Support Student Learning
- EDUC 6638 - Behavior Management to Support Learners with Exceptionalities
- EDUC 6639 - Instructional Strategies for Learners with Exceptionalities
- EDUC 6209 - Collaboration to Support All Learners

#### **Field Experience (4 sem. cr.)**

- EDUC 6648 - Demonstration Teaching

## Course Sequence

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

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

## Guidebook

Walden University requires that all candidates in its teacher preparation program with a Master of Arts in Teaching (M.A.T.) review the *Candidate Guidebook* and *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* from their *myWalden* university portal. Candidates enrolled in the teacher preparation program with a Master of Arts in Teaching (M.A.T.) should refer to the *Candidate Guidebook* for complete information on the programs and 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.

## Note on Licensure

*Walden is approved by the Minnesota Board of Teaching to offer a program leading to initial licensure in Special Education: Academic and Behavioral Strategist. Candidates must pass the*

*required Minnesota Teacher Licensure Exams (MTLEs) before Walden can recommend candidates to the Minnesota Department of Education (MDE) for the license. Candidates are responsible for completing any other Minnesota requirements beyond Walden's state-approved program and MDE is solely responsible for reviewing applications and issuing licenses.*

*Individuals interested in a special education licensure in states other than Minnesota may qualify by virtue of completing a state-approved teacher 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. The standards for an academic and behavioral strategist cover a wide spectrum of disabilities including, autism spectrum disorders, developmental cognitive disability, emotional or behavioral disorders, other health disorders, and specific learning disabilities; at the moderate level. Other states may refer to this as a cross-categorical, generalist, or mild/moderate license.*

*Walden enrollment advisors can provide guidance on licensure issues; 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 or endorsement.*

### **Program Data**

Walden is committed to providing the information to students about their program. Please find detailed information for the Teacher Preparation Program for the Master of Arts in Education with a specialization in Special Education (K–Age 21) relating to the types of occupations this program may lead to, completion rate, program costs, and median loan debt of students who have graduated from this program.

## **Endorsement Programs**

### **Reading K–12 Endorsement**

The Reading K–12 Endorsement program enables licensed teachers to enhance their knowledge and skills in reading and literacy instruction. Through a graduate-level curriculum, educators examine reading research, theories, and practices and explore how and when to use a variety of literary assessments to diagnose reading difficulties. Educators also gain the ability to design intensive instruction for students with reading challenges and create highly engaging learning environments that promote literacy development in all learners. Coursework encourages the use of a wide range of text structures and genres, including high-quality literary and informational text, digital text, and electronic resources, and assistive technologies based on the needs and interests of students as well as literacy learning goals and objectives.

The Reading K–12 Endorsement program also includes field experience activities, providing ongoing opportunities for educators to apply their new-found knowledge in real-world elementary, middle, and secondary school settings.

## **M.S. in Education with a specialization in Reading and Literacy with a Reading K–12 Endorsement**

The M.S. in Education with a specialization in Reading and Literacy with a Reading K–12 Endorsement enables licensed teachers to build their skills in reading and literacy instruction. Through an exploration of reading research, theories, and practices, educators gain an understanding of how to diagnose reading difficulties through various assessments and plan effective reading instruction for all students, including those who struggle with reading and writing, those from diverse cultural and linguistic backgrounds, and those who are academically gifted. Field experience opportunities allow participants to apply their knowledge in elementary, middle, and secondary classrooms.

### **Learning Outcomes**

At the end of this program, educator professionals can show their abilities in the following areas:

1. **Literacy Development:** Apply reading and writing developmental stages and processes that impact literacy development in order to support student development.
2. **Diverse Literacy Learners:** Create a positive and motivational literate environment that contributes to the success of all learners.
3. **Literacy Instructional Strategies:** Apply a variety of instructional methods and strategies in order to encourage student skill development.
4. **Literacy Assessment and Planning:** Use formal and informal assessment strategies to determine student literacy needs and develop curriculum and instruction to meet those needs.
5. **Literacy Reflective Practice and Professional Growth:** Demonstrate the ability to reflect on choices and actions, and seek out opportunities to grow professionally.
6. **Literacy Leadership and Collaboration:** Collaborate with teachers, parents, staff, and others to implement literacy-related initiatives and data-driven decision making.

### **Program Requirements**

- Reading K–12 Endorsement (19 sem. cr.)
- M.S. in Education with a specialization in Reading and Literacy with a Reading K–12 Endorsement (31 sem. cr.)

### **Curriculum**

#### **Courses (19 sem. cr.)**

- EDUC 6631 - Foundations of Reading: Theory, Research, and Practice
- EDUC 6632 - Assessment and Instruction to Promote Literacy Development
- EDUC 6716 - Clinical Experience 1
- EDUC 6633 - Reading, Writing, and Critical Thinking in Content Disciplines
- EDUC 6717 - Clinical Experience 2
- EDUC 6634 - Assessment and Intervention for Students with Reading Difficulties
- EDUC 6718 - Clinical Experience 3
- EDUC 6689 - Guiding and Supporting School Literacy Environments

- EDUC 6719 - Clinical Experience 4

**Optional M.S. in Education with a Specialization in Reading and Literacy Courses  
(12 sem. cr.)**

- EDUC 6640 - Designing Curriculum, Instruction, and Assessment♦
- EDUC 6650 - Enhancing Learning Through Linguistic and Cultural Diversity♦
- EDUC 6733 - Action Research for Educators♦
- EDUC 6657 - Creating an Effective Classroom Learning Environment♦

**Course Sequence**

<i>Semester</i>	<i>Course</i>	<i>Credits</i>
1	EDUC 6631 - Foundations of Reading: Theory, Research, and Practice	3 sem. cr.
	EDUC 6632 - Assessment and Instruction to Promote Literacy Development	4 sem. cr.
	EDUC 6716 - Clinical Experience 1	1 sem. cr.
2	EDUC 6633 - Reading, Writing, and Critical Thinking in Content Disciplines	3 sem. cr.
	EDUC 6717 - Clinical Experience 2	1 sem. cr.
	EDUC 6634 - Assessment and Intervention for Students with Reading Difficulties	3 sem. cr.
	EDUC 6718 - Clinical Experience 3	1 sem. cr.
3	EDUC 6689 - Guiding and Supporting School Literacy Environments	3 sem. cr.
	EDUC 6719 - Clinical Experience 4	1 sem. cr.
<i>Optional M.S.Ed. with a specialization in Reading and Literacy Courses</i>		
4	EDUC 6640 - Designing Curriculum, Instruction, and Assessment	3 sem. cr.
	EDUC 6733 - Action Research for Educators	3 sem. cr.
5	EDUC 6650 - Enhancing Learning Through Linguistic and Cultural Diversity	3 sem. cr.
	EDUC 6657 - Creating an Effective Classroom Learning Environment	3 sem. cr.

**Guidebook**

Walden University requires that all participants in its reading K–12 endorsement program review the *Candidate Guidebook* and the *Field Experience and Clinical Practicum Handbook* to help them understand the guidelines and requirements of the program, including transition points, state endorsement, and field experiences.

Participants can access the *Candidate Guidebook* and the *Field Experience and Clinical Practicum Handbook* from their *myWalden* university portal. Participants enrolled in any of the reading K–12 endorsement programs should refer to the *Candidate Guidebook* for complete information on the programs and the policies and procedures related to them. Candidates should refer to the *Field Experience and Clinical Practicum Handbook* for detailed information regarding the field experience requirements in the program.

### **Note on Licensure**

*Walden is approved by the Minnesota Board of Teaching to offer a program leading to the K–12 reading endorsement. Candidates must pass the required Minnesota Teacher Licensure Exam (MTLE) before Walden can recommend candidates to the Minnesota Department of Education (MDE) for the reading endorsement. MDE is solely responsible for reviewing applications and issuing endorsements and candidates are responsible for completing any other Minnesota requirements beyond completion of Walden’s state-approved program.*

*Individuals interested in a reading endorsement in states other than Minnesota may qualify for the endorsement by virtue of completing a state-approved endorsement 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. In most cases, candidates do not need to qualify for the Minnesota endorsement. In the case where candidates are required to obtain the Minnesota endorsement before applying to their state, their current (initial) teaching license must be deemed equivalent to a comparable Minnesota initial license before the endorsement will be granted.*

*Walden enrollment advisors can provide guidance on licensure issues; 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 or endorsement.*

## **Special Education Endorsement Programs**

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

### **Program Options**

- Special Education Endorsement Program in Learning Disabilities (K–12)

### **Program Requirements**

- Core courses (15 sem. cr.)

- Field experience: 43 hours of classroom-based and virtual experiences in conjunction with coursework; 6 weeks of full-time placement in an elementary or secondary school setting for clinical practicum (3 sem. cr.)
- Completion and review of ePortfolio

## **Curriculum**

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

Courses are sequential and follow a prescribed progression with completion expected in consecutive semesters for special education endorsement, two for participants seeking endorsement only, and four for those seeking endorsement with the M.S.Ed with a specialization in Special Education option. Core courses are 5 weeks in length, and the clinical practicum course is 6 weeks in length. Program participants take three courses in the first semester and four courses in the second semester (for a total of 21 credits). Courses are taken one at a time, with the exception of the second semester when there is overlap with the clinical practicum and the last required course, a course focused on classroom pedagogy in the environment where the clinical practicum takes place.

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

## **Core Curriculum**

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

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

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

- EDUC 6640 - Designing Curriculum, Instruction, and Assessment♦
- EDUC 6650 - Enhancing Learning Through Linguistic and Cultural Diversity♦
- EDUC 6733 - Action Research for Educators♦
- EDUC 6657 - Creating an Effective Classroom Learning Environment♦

## Specialization Curriculum

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

- EDUC 6696 - Instructional Strategies for Students With Emotional/Behavioral Disorders
- EDUC 6701 - Clinical Practicum: Special Education, Emotional/Behavioral Disorders

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

- EDUC 6697 - Instructional Strategies for Students With Learning Disabilities
- EDUC 6700 - Clinical Practicum: Special Education, Learning Disabilities

### Course Sequence

<i>Semester</i>	<i>Course</i>	<i>Credits</i>
1	EDUC 6691 - Foundations of Special Education	3 sem. cr.
	EDUC 6692 - Individualizing Education for Learners With Disabilities	3 sem. cr.
	EDUC 6693 - Current Issues in Assessment and Intervention	3 sem. cr.
2	EDUC 6694 - Reading and Writing Instruction for Learners With Exceptionalities	3 sem. cr.
	EDUC 6695 - Planning Positive Behavior Support Strategies	3 sem. cr.
3	EDUC 6696 - Instructional Strategies for Students with Emotional/Behavioral Disorders <i>OR</i> EDUC 6697 - Instructional Strategies for Students With Learning Disabilities	3 sem. cr.
	EDUC 6700 - Clinical Practicum: Special Education, Learning Disabilities <b>OR</b> EDUC 6701 - Clinical Practicum: Special Education, Emotional/Behavioral Disorders	3 sem. cr.
4	<b>Optional M.S.Ed. with a specialization in Special Education Courses</b>	3 sem. cr.
	EDUC 6640 - Designing Curriculum, Instruction, and Assessment	3 sem. cr.
	EDUC 6733 - Action Research for Educators	3 sem. cr.
5	EDUC 6650 - Enhancing Learning Through Linguistic and Cultural Diversity	3 sem. cr.
	EDUC 6657 - Creating an Effective Classroom Learning Environment	3 sem. cr.

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

### Guidebook

Walden University requires that all participants in its special education endorsement programs review the *Candidate Guidebook* and the *Field Experience and Clinical Practicum Handbook* to

help them understand the guidelines and requirements of the program, including transition points, state endorsement, and field experiences.

Participants can access the *Candidate Guidebook* and the *Field Experience and Clinical Practicum Handbook* from their myWalden university portal. Participants enrolled in any of the special education endorsement programs should refer to the *Candidate Guidebook* for complete information on the programs and the policies and procedures related to them. Candidates should refer to the *Field Experience and Clinical Practicum Handbook* for detailed information regarding the field experience requirements in the program.

### **\*Note on Licensure**

*The Minnesota Department of Education grants teaching endorsements, not Walden University. Walden University is approved by the Minnesota Board of Teaching to offer endorsement programs that lead to Minnesota endorsement in special education (K–12 learning disabilities or K–12 emotional/behavioral disorders). Candidates for endorsement must successfully complete one of Walden University’s state-approved endorsement programs, which may make them eligible for the Minnesota teaching endorsement in the teaching area of the program completed. Before Walden can recommend a candidate for endorsement to the Minnesota Department of Education, he or she must also pass the required licensure exam adopted by the Minnesota Board of Teaching and complete any other Minnesota Board of Teaching requirements beyond completion of Walden’s state-approved special education endorsement program.*

*For individuals seeking a comparable teaching endorsement in a state other than Minnesota, Walden’s advisors can provide individuals with guidelines and other information about endorsements. It remains the individual’s responsibility to understand and comply with the out-of-state endorsement requirements for the state in which he or she seeks to be endorsed, as requirements vary state by state. Walden University makes no representation or guarantee that successful completion of any program or coursework will permit them to obtain license endorsements in their home state.*

*In all states, there are policies regarding out-of-state procedures that must be followed when someone is eligible for or has received an endorsement through an out-of-state institution with a state-approved program, such as the Minnesota Board of Teaching-approved programs at Walden University. Some states require that an individual actually obtain the out-of-state endorsement first; other states do not require the actual endorsement, just completion of a state-approved program. For individuals who must first obtain the Minnesota endorsement, their current teaching license must be deemed equivalent to a Minnesota license before the Minnesota endorsement will be granted.*

*For more information, please contact your Walden University enrollment advisor who can provide information on endorsement requirements. It is your responsibility to ensure that you understand and comply with the most up-to-date endorsement information for your state.*

**Note to all Pennsylvania residents:** *Walden University’s teacher preparation program and special education endorsement programs are approved by the Minnesota Board of Teaching as leading to licensure and endorsement, respectively. Because these programs are not reviewed by*

the Pennsylvania Department of Education, candidates are instructed to apply for Pennsylvania certification as out-of-state graduates of a teacher preparation program.

## Graduate Certificate Programs

### Graduate Certificate in Adult Learning

The Adult Learning certificate can help students meet the increasing demand for qualified adult educators and training professionals. Students will explore a broad range of teaching techniques designed to help adult learners in areas that include adult literacy, vocational education, community programs, employee training, and self-enrichment. Credits earned from this certificate program may be applied toward Walden’s M.S. in Adult Learning program.

#### Program Data

Walden is committed to providing the information about your program. Please find detailed information for the [Graduate Certificate in Adult Learning](#) program relating to the types of occupations this program may lead to, completion rate, program costs, and median loan debt of students who have graduated from this program.

#### Certificate Requirements

- Curriculum

#### Courses (12 sem. cr.)

- EDUC 6171 - Theories and Frameworks for Adult Learning♦
- EDUC 6172 - Cultural Diversity and Motivation♦
- EDUC 6174 - Developing a Repertoire of Effective Teaching Practices♦
- EDUC 6175 - Planning, Assessing, and Improving Adult Learning♦

#### Course Sequence

<i>Semester</i>	<i>Course</i>	<i>Credits</i>
1	EDUC 6171 - Theories and Framework for Adult Learning	3 sem. cr.
	EDUC 6172 - Cultural Diversity and Motivation	3 sem. cr.
2	EDUC 6174 - Developing a Repertoire of Effective Practices	3 sem. cr.
	EDUC 6175 - Planning, Assessing, and Improving Adult Learning	3 sem. cr.

### Graduate Certificate in College Teaching and Learning

The Graduate Certificate in College Teaching and Learning can help students gain the skills they need to meet the increasing demand for qualified college instructors. Students will discover the major steps in the teaching and learning process: planning, developing, and facilitating learning experiences and assessing outcomes. Online learning environments and student requirements in the virtual classroom will be explored. Credits earned in this certificate program may be applied

toward Walden's M.S. in Higher Education with a specialization in College Teaching and Learning.

### **Certificate Requirements**

12 total semester credit hours

- Curriculum

*Note:* Students take all courses in the sequence listed.

### **Certificate Courses (12 cr.)**

- EDUC 6757 - Planning for Learning♦
- EDUC 6758 - Creating Engaging Learning Experiences♦
- EDUC 6759 - Assessing for Learning♦
- EDUC 6760 - Facilitating Learning Online♦

### **Program Data**

Walden is committed to providing the information about your program. Please find detailed information for the [Graduate Certificate in College Teaching and Learning](#) program relating to the types of occupations this program may lead to, completion rate, program costs, and median loan debt of students who have graduated from this program.

## **Graduate Certificate in Curriculum, Instruction, and Assessment**

This certificate is designed to give teachers the tools to plan, develop, and implement quality units and lessons with an emphasis on the important interrelationships between curriculum, instruction, and assessment. It sets the stage for refocusing and energizing planning so teachers' classrooms can become a place where students are motivated and engaged in meaningful learning.

This certificate also explores how teachers can be effective leaders of learning in their classrooms. Teachers learn the latest findings in neuroscience and apply a variety of teaching strategies that promote and foster real learning and achievement.

### **Certificate Requirements**

12 total semester credit hours

- Curriculum

### **Certificate Courses (12 sem. cr.)**

- EDUC 6730 - Curriculum Design for Learning♦
- EDUC 6731 - Assessment for Student Learning♦
- EDUC 6732 - Differentiated Instruction♦
- EDUC 6651 - Teacher Leadership in the Classroom: Increasing Learning and Achievement♦

## Course Sequence

<i>Semester</i>	<i>Course</i>	<i>Credits</i>
1	EDUC 6730 - Curriculum Design for Learning	3 sem. cr.
	EDUC 6731 - Assessment for Student Learning	3 sem. cr.
2	EDUC 6732 - Differentiated Instruction	3 sem. cr.
	EDUC 6651 - Teacher Leadership in the Classroom: Increasing Learning and Achievement	3 sem. cr.

## Program Data

Walden is committed to providing the information about your program. Please find detailed information for the [Graduate Certificate in Curriculum, Instruction, and Assessment](#) program relating to the types of occupations this program may lead to, completion rate, program costs, and median loan debt of students who have graduated from this program.

## Graduate Certificate in Developmental Education

Combining theoretical background and best practices in both adult learning and developmental education, the Graduate Certificate in Developmental Education prepares educators to manage adult developmental education programs in a variety of settings, including community colleges, 4-year institutions, and continuing and community education organizations. Educators examine research-based adult learning strategies; theoretical, political, and economic issues surrounding developmental education; organizational approaches to providing developmental education programs; best practices in designing curriculum and integrating technology; and intake, teaching, assessment, and collaboration strategies. Credits earned from this certificate program may be applied toward Walden's M.S. in Adult Learning with a specialization in Developmental Education.

## Certificate Requirements

- Curriculum

### Specialization Courses (12 sem. cr.)

- EDUC 6171 - Theories and Frameworks for Adult Learning♦
- EDUC 6174 - Developing a Repertoire of Effective Teaching Practices♦
- EDUC 6181 - Developmental Education: Theory and Practice♦
- EDUC 6182 - Strategies for Success in Developmental Education♦

## Course Sequence

<i>Semester</i>	<i>Course</i>	<i>Credits</i>
1	EDUC 6171 - Theories and Frameworks for Adult Learning	3 sem. cr.
	EDUC 6174 - Developing a Repertoire of Effective Teaching Practices	3 sem.cr.
2	EDUC 6181 - Developmental Education: Theory and Practice	3 sem. cr.
	EDUC 6182 - Strategies for Success in Developmental Education	3 sem. cr.

## Program Data

Walden is committed to providing the information about your program. Please find detailed information for the [Graduate Certificate in Developmental Education](#) relating to the types of occupations this program may lead to, completion rate, program costs, and median loan debt of students who have graduated from this program.

## Graduate Certificate in Early Childhood Administration, Management, and Leadership

The Early Childhood Administration, Management, and Leadership certificate program is designed to prepare educators to effectively manage child care centers or administer programs for young children. Learners explore the essential components of effective early childhood programs and develop the practical personnel and business management skills they need to lead those programs. Coursework covers effective program practices; budget and resource allocation; and personnel recruitment, evaluation, and management. Learners also consider and are provided tools to respectfully address the impact of diversity, culture, and equity issues on early childhood development. Learners can apply the credits they earn in this certificate program toward Walden's M.S. in Early Childhood Studies with a specialization in Administration, Management, and Leadership.

## Certificate Requirements

- Curriculum

## Specialization Courses (15 sem. cr.)

- EDUC 6161 - Effective Programs and Practices♦
- EDUC 6164 - Perspectives on Diversity and Equity♦
- EDUC 6166 - Developing People and Leading Teams♦
- EDUC 6167 - Budgeting and Allocating Resources♦
- EDUC 6168 - Planning and Managing Early Childhood Programs♦

## Course Sequence

<i>Semester</i>	<i>Course</i>	<i>Credits</i>
1	EDUC 6161 - Effective Programs and Practices	3 sem. cr.
	EDUC 6164 - Perspectives on Diversity and Equity	3 sem. cr.
2	EDUC 6166 - Developing People and Leading Teams	3 sem. cr.
	EDUC 6167 - Budgeting and Allocating Resources	3 sem. cr.
3	EDUC 6168 - Planning and Managing Early Childhood Programs	3 sem. cr.

## Program Data

Walden is committed to providing the information about your program. Please find detailed information for the [Graduate Certificate in Early Childhood Administration, Management, and Leadership](#) relating to the types of occupations this program may lead to, completion rate, program costs, and median loan debt of students who have graduated from this program.

## Graduate Certificate in Early Childhood Advocacy and Public Policy

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 M.S. in Early Childhood Studies with a specialization in Early Childhood Public Policy and Advocacy.

## Certificate Requirements

- Curriculum

### Specialization Courses (15 sem. cr.)

- EDUC 6005 - Foundations: Early Childhood Studies
- EDUC 6161 - Effective Programs and Practices♦
- EDUC 6162 - Issues and Trends in the Early Childhood Field♦
- EDUC 6765 - Early Childhood Systems♦
- EDUC 6766 - Tools for Policymakers and Advocates♦

## Course Sequence

<i>Semester</i>	<i>Course</i>	<i>Credits</i>
1	EDUC 6005 - Foundations: Early Childhood Studies	3 sem. cr.
	EDUC 6161 - Effective Programs and Practices	3 sem. cr.
2	EDUC 6162 - Issues and Trends in the Early Childhood Field	3 sem. cr.
	EDUC 6765 - Early Childhood Systems	3 sem. cr.
3	EDUC 6766 - Tools for Policy Makers and Advocates	3 sem. cr.

## Program Data

Walden is committed to providing the information about your program. Please find detailed information for the [Graduate Certificate in Early Childhood Advocacy and Public Policy](#) relating to the types of occupations this program may lead to, completion rate, program costs, and median loan debt of students who have graduated from this program.

## Graduate Certificate in Elementary Reading and Literacy

The Graduate Certificate in Elementary Reading and Literacy prepares educators to provide developmentally appropriate and culturally responsive literacy instruction to preK–6 students of diverse abilities and backgrounds. Courses examine assessment methods, resources, and instructional strategies required to support beginning preK–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 M.S. in Education with a specialization in Elementary Reading and Literacy (preK–6).

### Certificate Requirements

- Curriculum

### Specialization Courses (15 sem. cr.)

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

## Course Sequence

<i>Semester</i>	<i>Course</i>	<i>Credits</i>
1	EDUC 6705 - Foundations of Reading and Literacy	3 sem. cr.
	EDUC 6706 - The Beginning Reader, PreK–3	3 sem. cr.
2	EDUC 6707 - The Developing Reader, Grades 4–6	3 sem. cr.
	EDUC 6708 - Literacy Development in a Culturally and Linguistically Diverse Classroom	3 sem. cr.
3	EDUC 6709 - Literacy Development in an Academically Diverse Classroom	3 sem. cr.

## Program Data

Walden is committed to providing the information about your program. Please find detailed information for the [Graduate Certificate in Elementary Reading and Literacy](#) relating to the types of occupations this program may lead to, completion rate, program costs, and median loan debt of students who have graduated from this program.

## Graduate Certificate in Engaging Culturally Diverse Learners

Today's classrooms serve students and families of great diversity. So it is essential that teachers develop self-awareness and knowledge with regard to the complex influences of culture, language, and life experiences and explore the nature of diversity in today's society and in today's schools.

The courses in this certificate program offer teachers opportunities to explore current theories, research, and effective practices related to student diversity. Teachers study ways to meet student needs through models such as the Universal Design by Learning (UDL) and Differentiated Instruction (DI) as well as how to integrate technology to customize instruction. Teachers also have hands-on experiences in building a repertoire of research-based strategies for diverse learning environments. The goal of the certificate is for teachers to develop an approach that is appropriate for their students.

### Certificate Requirements

12 total semester credit hours

- Curriculum

### Certificate Courses (12 sem. cr.)

- EDUC 6650 - Enhancing Learning Through Linguistic and Cultural Diversity♦
- EDUC 6732 - Differentiated Instruction♦
- EDUC 6714 - Reaching and Engaging All Learners Through Technology♦
- EDUC 6657 - Creating an Effective Classroom Learning Environment♦

## Course Sequence

<i>Semester</i>	<i>Course</i>	<i>Credits</i>
1	EDUC 6650 - Enhancing Learning Through Linguistic and Cultural Diversity	3 sem. cr.
	EDUC 6732 - Differentiated Instruction	3 sem. cr.
2	EDUC 6714 - Reaching and Engaging All Learners Through Technology	3 sem. cr.
	EDUC 6657 - Creating an Effective Classroom Learning Environment	3 sem. cr.

## Program Data

Walden is committed to providing the information about your program. Please find detailed information for the [Graduate Certificate in Engaging Culturally Diverse Learners](#) program relating to the types of occupations this program may lead to, completion rate, program costs, and median loan debt of students who have graduated from this program.

## Graduate Certificate in Enrollment Management and Institutional Marketing

The Certificate in Enrollment Management and Institutional Marketing can help educators explore the latest techniques to attract and retain students in accordance with their institution's mission. Educators develop comprehensive strategies and utilize a range of communication and marketing tools to promote their institution and reach students. Credits earned in this certificate program may be applied toward Walden's M.S. in Higher Education with a specialization in Enrollment Management and Institutional Marketing.

### Certificate Requirements

- Curriculum

*Note:* Students take all courses in the sequence listed.

### Certificate Courses (12 cr.)

- EDUC 6155 - Understanding Higher Education
- EDUC 6156 - Understanding Students: Learning, Development, and Diversity♦
- EDUC 6755 - Principles of Marketing and Enrollment Management♦
- EDUC 6756 - Emerging Trends in Marketing, Recruitment, and Institutional Promotion♦

### Program Data

Walden is committed to providing the information about your program. Please find detailed information for the [Graduate Certificate in Enrollment Management and Institutional Marketing](#) program relating to the types of occupations this program may lead to, completion rate, program costs, and median loan debt of students who have graduated from this program.

# Graduate Certificate in Higher Education Leadership for Student Success

The Graduate Certificate in Higher Education Leadership for Student Success is intended to prepare educators to develop and lead higher education programs and services that can improve outcomes for an increasingly diverse student population. Learners examine the history and structure of the U.S. higher education system, as well as factors affecting student success, engagement, and retention. Coursework explores fundamental principles of adult learning, best practices for student success, methodologies for meeting the needs of underprepared and first-generation higher education students, and strategies for leading the institutional changes necessary to improve student outcomes. This program is designed to prepare leaders who can help higher education institutions meet their students' needs more effectively and cost-efficiently. Learners can apply the credits they earn in this certificate program toward Walden's M.S. in Higher Education with a specialization in Leadership for Student Success.

## Certificate Requirements

- 15 total semester credit hours

## Curriculum

### Specialization Courses (15 sem. cr.)

- EDUC 6155 - Understanding Higher Education
- EDUC 6156 - Understanding Students: Learning, Development, and Diversity♦
- EDUC 6263 - Best Practices for Student Success♦
- EDUC 6751 - Creating Supportive Learning and Service Environments♦
- EDUC 6752 - Leading Change in Student Support Programs♦

## Course Sequence

<i>Semester</i>	<i>Course</i>	<i>Credits</i>
1	EDUC 6155 - Understanding Higher Education	3 sem. cr.
	EDUC 6156 - Understanding Students: Learning, Development, and Diversity	3 sem. cr.
2	EDUC 6263 - Best Practices for Student Success	3 sem. cr.
	EDUC 6751 - Creating Supportive Learning and Service Environments	3 sem. cr.
3	EDUC 6752 - Leading Change in Student Support Programs	3 sem. cr.

## Program Data

Walden is committed to providing the information about your program. Please find detailed information for the [Graduate Certificate in Higher Education Leadership for Student Success](#) relating to the types of occupations this program may lead to, completion rate, program costs, and median loan debt of students who have graduated from this program.

## Graduate Certificate in Integrating Technology in the Classroom

Educators must stay apprised of the latest technologies that support teaching and learning. This certificate provides teachers with the 21st-century knowledge, strategies, and skills to create effective and motivating learning environments, while actively engaging today's technologically savvy students.

The courses in the certificate provide hands-on, practical opportunities to create learner-centered classrooms using the latest digital technologies. Teachers study ways to meet the needs of diverse learners by incorporating new technologies into instruction across grade levels and content areas.

### Certificate Requirements

12 total semester credit hours

- Curriculum

### Certificate Courses (12 sem. cr.)

- EDUC 6710 - Understanding the Impact of Technology on Education, Work, and Society♦
- EDUC 6711 - Bridging Learning Theory, Instruction, and Technology♦
- EDUC 6712 - Supporting Information Literacy and Online Inquiry in the Classroom♦
- EDUC 6713 - Integrating Technology Across the Content Areas♦

### Course Sequence

<i>Semester</i>	<i>Course</i>	<i>Credits</i>
1	EDUC 6710 - Understanding the Impact of Technology on Education, Work, and Society	3 sem. cr.
	EDUC 6711 - Bridging Learning Theory, Instruction, and Technology	3 sem. cr.
2	EDUC 6712 - Supporting Information Literacy and Online Inquiry in the Classroom	3 sem. cr.
	EDUC 6713 - Integrating Technology Across the Content Areas	3 sem. cr.

### Program Data

Walden is committed to providing the information about your program. Please find detailed information for the [Graduate Certificate in Integrating Technology in the Classroom](#) program relating to the types of occupations this program may lead to, completion rate, program costs, and median loan debt of students who have graduated from this program.

## Graduate Certificate in Online Teaching for Adult Educators

The Graduate Certificate in Online Teaching for Adult Educators prepares educators to design and deliver online courses and programs geared to adult learners. Grounded in adult learning theory, courses examine how to leverage new technologies to enhance the adult learning process; analyze, select, and design the online instructional strategies most effective for adult learners;

integrate course management tools and multimedia technologies into synchronous and asynchronous environments; and assess student learning in those environments. Credits earned from this certificate program may be applied toward Walden’s M.S. in Adult Learning with a specialization in Online Teaching.

### **Certificate Requirements**

- Curriculum

### **Certificate Requirements**

- EDUC 6171 - Theories and Frameworks for Adult Learning♦
- EDUC 6177 - Using Technology to Enhance Adult Learning♦
- EDUC 6179 - Online Instructional Strategies for Adult Learners♦
- EDUC 6180 - Assessments in Online Environments for Adult Learners♦

### **Course Sequence**

<i>Semester</i>	<i>Course</i>	<i>Credits</i>
1	EDUC 6171 - Theories and Frameworks for Adult Learning	3 sem. cr.
	EDUC 6177 - Using Technology to Enhance Adult Learning	3 sem. cr.
2	EDUC 6179 - Online Instructional Strategies for Adult Learners	3 sem. cr.
	EDUC 6180 - Assessments in Online Environments for Adult Learners	3 sem. cr.

### **Program Data**

Walden is committed to providing the information about your program. Please find detailed information for the [Graduate Certificate in Online Teaching for Adult Educators](#) relating to the types of occupations this program may lead to, completion rate, program costs, and median loan debt of students who have graduated from this program.

### **Graduate Certificate in Professional Development**

Walden’s M.S. in Education with a specialization in Professional Development helps prepare P–12 educators to be highly effective professional developers of teachers. Discover how to plan, design, and deliver professional development opportunities that support students’ needs and improve the growth of teachers and their influence on students. Learn to assess the impact of changed practices on student achievement. Practice collaboration, facilitation, coaching, and mentoring skills.

### **Certificate Requirements**

12 total semester credit hours

- Curriculum

*Note:* Students take all courses in the sequence listed.

## **Certificate Courses (12 cr.)**

- EDUC 6740 - Qualities of Effective Professional Development♦
- EDUC 6741 - Designing Professional Development♦
- EDUC 6743 - Evaluating Professional Development♦
- EDUC 6742 - Implementing Professional Development♦

## **Program Data**

Walden is committed to providing the information about your program. Please find detailed information for the [Graduate Certificate in Professional Development](#) program relating to the types of occupations this program may lead to, completion rate, program costs, and median loan debt of students who have graduated from this program.

## **Graduate Certificate in Science, Grades K–8**

The Graduate Certificate in Science 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 M.S. in Education with a specialization in Science (Grades K–8).

## **Certificate Requirements**

- Curriculum

## **Certificate Courses (15 sem. cr.)**

- SCIE 6660 - The Nature of Science♦
- SCIE 6661 - Exploring the Physical World♦
- SCIE 6662 - Investigating the Living World♦
- SCIE 6663 - Exploring the Earth and Beyond♦
- SCIE 6664 - Looking into the Future of Science and Education♦

## **Course Sequence**

<b><i>Semester</i></b>	<b><i>Course</i></b>	<b><i>Credits</i></b>
1	SCIE 6660 - The Nature of Science	3 sem. cr.
	SCIE 6661 - Exploring the Physical World	3 sem. cr.
2	SCIE 6662 - Investigating the Living World	3 sem. cr.
	SCIE 6663 - Exploring the Earth and Beyond	3 sem. cr.
3	SCIE 6664 - Looking Into the Future of Science and Education	3 sem. cr.

## Program Data

Walden is committed to providing the information about your program. Please find detailed information for the [Graduate Certificate in Science, Grades K–8](#) relating to the types of occupations this program may lead to, completion rate, program costs, and median loan debt of students who have graduated from this program.

## Graduate Certificate in Special Education

The Graduate Certificate in Special Education prepares educators to develop effective literacy and behavioral interventions, differentiate instruction, and collaborate successfully to support diverse special needs students. Course topics include: research-based approaches to monitoring progress and designing and delivering standards-based instruction in the content areas; methods for identifying reading and writing disabilities and devising appropriate interventions; and advanced behavior assessment, management, and intervention practices. Courses emphasize the importance of professional collaboration in serving special needs students. Credits earned from this certificate program may be applied toward Walden's M.S. in Education with a specialization in Special Education (Non-Licensure) (Grades K–12).

### Certificate Requirements

- Curriculum

### Course Sequence

<i>Semester</i>	<i>Course</i>	<i>Credits</i>
1	EDUC 6722 - Strategic Collaboration in Special Education	3 sem. cr.
	EDUC 6723 - Advanced Instructional Strategies in Special Education	3 sem. cr.
2	EDUC 6724 - Literacy Interventions in Special Education	3 sem. cr.
	EDUC 6725 - Advanced Behavioral Interventions in Special Education	3 sem. cr.

## Program Data

Walden is committed to providing the information about your program. Please find detailed information for the [Graduate Certificate in Special Education](#) relating to the types of occupations this program may lead to, completion rate, program costs, and median loan debt of students who have graduated from this program.

## Graduate Certificate in Teacher Leadership

This certificate helps teachers establish leadership qualities and build upon existing expertise while renewing excitement about teaching. The courses address key challenges, such as the changing educational environment, parent involvement, and raising student achievement. Teachers study ways to lead with confidence while leveraging the latest research to guide decisions and mentor others throughout the learning community.

### Certificate Requirements

12 total semester credit hours

- Curriculum

### **Certificate Courses (12 sem. cr.)**

- EDUC 6647 - Dynamic Teacher Leadership♦
- EDUC 6651 - Teacher Leadership in the Classroom: Increasing Learning and Achievement♦
- EDUC 6655 - Teacher Leadership: Mentoring, Coaching, and Collaboration With Colleagues♦
- EDUC 6659 - Teacher Leadership in Professional Learning Communities♦

### **Course Sequence**

<i>Semester</i>	<i>Course</i>	<i>Credits</i>
1	EDUC 6647 - Dynamic Teacher Leadership	3 sem. cr.
	EDUC 6651 - Teacher Leadership in the Classroom: Increasing Learning and Achievement	3 sem. cr.
2	EDUC 6655 - Teacher Leadership: Mentoring, Coaching, and Collaboration With Colleagues	3 sem. cr.
	EDUC 6659 - Teacher Leadership in Professional Learning Communities	3 sem. cr.

### **Program Data**

Walden is committed to providing the information about your program. Please find detailed information for the [Graduate Certificate in Teacher Leadership](#) program relating to the types of occupations this program may lead to, completion rate, program costs, and median loan debt of students who have graduated from this program.

## **Graduate Certificate in Teaching Adults English as a Second Language**

Educators and professionals in varied disciplines and settings gain strategies to promote successful instruction of adults who are learning English as a second language (ESL). Coursework explores adult learning theory, concepts in second language acquisition, and established ESL instruction techniques such as the communicative language teaching (CLT) approach. Students examine basic approaches and best practices for planning lessons, designing assessments, evaluating adult ESL learners, and creating effective, culturally respectful learning environments. Techniques apply to diverse settings including those where instructors and students do not share a common language. Credits earned from this certificate program may be applied toward Walden’s M.S. in Adult Learning with a specialization in Teaching Adults English as a Second Language.

### **Certificate Requirements**

#### **Specialization Courses (12 sem. cr.)**

- EDUC 6171 - Theories and Frameworks for Adult Learning♦
- EDUC 6185 - Fundamentals of Teaching Adults English as a Second Language♦
- EDUC 6186 - Methods of Teaching Adults English as a Second Language♦

- EDUC 6187 - Planning, Assessment, and Evaluation for Teaching Adults English as a Second Language♦

### Course Sequence

<i>Semester</i>	<i>Course</i>	<i>Credits</i>
1	EDUC 6171 - Theories and Frameworks for Adult Learning	3 sem. cr.
	EDUC 6185 - Fundamentals of Teaching Adults English as a Second Language	3 sem. cr.
2	EDUC 6186 - Methods of Teaching Adults English as a Second Language	3 sem. cr.
	EDUC 6787 - Planning, Assessment, and Evaluation for Teaching Adults English as a Second Language	3 sem. cr.

### Program Data

Walden is committed to providing the information about your program. Please find detailed information for the [Graduate Certificate in Teaching Adults English as a Second Language](#) relating to the types of occupations this program may lead to, completion rate, program costs, and median loan debt of students who have graduated from this program.

## Graduate Certificate in Teaching Adults in the Early Childhood Field

The Graduate Certificate in Teaching Adults in the Early Childhood Field endeavors to prepare educators to use their expertise in early childhood education and development to teach adults who work in a variety of roles, including higher education faculty members, community trainers, coaches, and mentors. Coursework combines the study of adult learning theory and instructional strategies with an examination of the latest child development theories, trends, and effective program practices. Learners can apply the credits they earn in this certificate program toward Walden's M.S. in Early Childhood Studies with a specialization in Teaching Adults in the Early Childhood Field.

### Certificate Requirements

- Curriculum

### Specialization Courses (15 sem. cr.)

- EDUC 6160 - Early Childhood Development
- EDUC 6161 - Effective Programs and Practices♦
- EDUC 6162 - Issues and Trends in the Early Childhood Field♦
- EDUC 6360 - How Adults Learn♦
- EDUC 6361 - Instructional Strategies for Adult Learners♦

## Course Sequence

<i>Semester</i>	<i>Course</i>	<i>Credits</i>
1	EDUC 6160 - Early Childhood Development	3 sem. cr.
	EDUC 6161 - Effective Programs and Practices	3 sem. cr.
2	EDUC 6162 - Issues and Trends in the Early Childhood Field	3 sem. cr.
	EDUC 6360 - How Adults Learn	3 sem. cr.
3	EDUC 6361 - Instructional Strategies for Adult Learners	3 sem. cr.

## Program Data

Walden is committed to providing the information about your program. Please find detailed information for the [Graduate Certificate in Teaching Adults in the Early Childhood Field](#) relating to the types of occupations this program may lead to, completion rate, program costs, and median loan debt of students who have graduated from this program.

## Graduate Certificate in Teaching and Diversity in Early Childhood Education

The Graduate Certificate in Teaching and Diversity in Early Childhood Education seeks to prepare educators to understand and address the role that diversity—cultural, socioeconomic, and otherwise—plays in child development and learning. Educators examine the types and stages of early childhood development with a focus on the role of cultural and linguistic diversity; essential components of effective early childhood programs; and the impact of access, equity, and social justice on child development and early childhood programming. Educators also study approaches to meeting the needs of English language learners, children on the autism spectrum, and children with developmental delays. Coursework explores practical strategies for planning curricula, teaching and assessing young children, and referring children to appropriate resources. Learners can apply the credits they earn in this certificate program toward Walden’s M.S. in Early Childhood Studies with a specialization in Teaching and Diversity in Early Childhood Education.

## Certificate Requirements

- Curriculum

## Specialization Courses (15 sem. cr.)

- EDUC 6160 - Early Childhood Development
- EDUC 6161 - Effective Programs and Practices♦
- EDUC 6164 - Perspectives on Diversity and Equity♦
- EDUC 6357 - Diversity, Development, and Learning♦
- EDUC 6358 - Strategies for Working with Diverse Children♦

## Course Sequence

<i>Semester</i>	<i>Course</i>	<i>Credits</i>
1	EDUC 6160 - Early Childhood Development	3 sem. cr.
	EDUC 6161 - Effective Programs and Practices	3 sem. cr.
2	EDUC 6164 - Perspectives on Diversity and Equity	3 sem. cr.
	EDUC 6357 - Diversity, Development, and Learning	3 sem. cr.
3	EDUC 6358 - Strategies for Working with Diverse Children	3 sem. cr.

## Program Data

Walden is committed to providing the information about your program. Please find detailed information for the [Graduate Certificate in Teaching and Diversity in Early Childhood Education](#) relating to the types of occupations this program may lead to, completion rate, program costs, and median loan debt of students who have graduated from this program.

## Graduate Certificate in Teaching English Language Learners

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.

## Certificate Requirements

### Curriculum

- EDUC 6726 - Understanding the English Language Learner♦
- EDUC 6727 - Strategies for Teaching English as a Second Language♦
- EDUC 6728 - Strategies for Teaching Content to English Language Learners♦
- EDUC 6729 - Assessment and the English Language Learner♦

## Course Sequence

<i>Semester</i>	<i>Course</i>	<i>Credits</i>
1	EDUC 6726 - Understanding English Language Learners	3 sem. cr.
	EDUC 6727 - Strategies for Teaching English as a Second Language	3 sem. cr.
2	EDUC 6728 - Strategies for Teaching Content to English Language Learners	3 sem. cr.
	EDUC 6729 - Assessment and the English Language Learner	3 sem. cr.

## Graduate Certificate in Teaching K–12 Students Online

This certificate prepares teachers to design and deliver online instruction that meets the diverse needs of learners today. Through the courses in this certificate, teachers study ways to create learning experiences that interest, engage, and motivate students. Teachers will be able to accurately assess the progress of learners, while also creating a sense of community where all interactions are meaningful, collaborative, safe, and ethical.

### Certificate Requirements

12 total semester credit hours

- Curriculum

### Certificate Courses (12 sem. cr.)

- EDUC 6570 - Distance Education♦
- EDUC 6571 - Online Instruction♦
- EDUC 6572 - Online Assessment♦
- EDUC 6573 - Trends and Issues in K–12 Online Learning♦

### Course Sequence

<i>Semester</i>	<i>Course</i>	<i>Credits</i>
1	EDUC 6570 - Distance Education	3 sem. cr.
	EDUC 6571 - Online Instruction	3 sem. cr.
2	EDUC 6572 - Online Assessment	3 sem. cr.
	EDUC 6573 - Trends and Issues in K–12 Online Learning	3 sem. cr.

### Program Data

Walden is committed to providing the information about your program. Please find detailed information for the [Graduate Certificate in Teaching K–12 Students Online](#) relating to the types of occupations this program may lead to, completion rate, program costs, and median loan debt of students who have graduated from this program.

## Post-Baccalaureate Certificate Programs

### Post-Baccalaureate Certificate in Instructional Design and Technology

Walden University offers a four-course certificate program in Instructional Design and Technology with specializations in Instructional Design, Online Learning, and Training and Performance Development. 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 M.S. in Instructional Design and Technology degree program.

### **Specializations**

- Instructional Design
- Online Learning
- Training and Performance Improvement Certificate Specialization

### **Certificate Requirements**

- Certificate courses (12 sem.cr.)

### **Additional Technology Requirements**

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

- Adobe CS Web Premium (Students must purchase from Walden Computer Store to take advantage of student discount.)
- \*Adobe CS Web Premium will not run effectively with Windows 2000.

### **Program Data**

Walden is committed to providing the information about your program. Please find detailed information for the [Post-Baccalaureate Certificate in Instructional Design and Technology](#) program relating to the types of occupations this program may lead to, completion rate, program costs, and median loan debt of students who have graduated from this program.

### **Instructional Design Certificate Specialization**

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.

### **Curriculum**

*Note:* Students take all courses in the sequence listed.

### **Certificate Courses (12 cr.)**

- EDUC 6115 - Learning Theories and Instruction♦
- EIDT 6100 - Instructional Design♦
- EIDT 6110 - Advanced Instructional Design♦
- EIDT 6120 - Multimedia Design and Development♦

### **Online Learning Certificate Specialization**

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.

### **Curriculum**

*Note:* Students take all courses in the sequence listed.

#### **Certificate Courses (12 cr.)**

- EIDT 6100 - Instructional Design♦
- EDUC 6135 - Distance Learning♦
- EIDT 6510 - Online Instructional Strategies♦
- EIDT 6511 - Assessments in Online Environments♦

#### **Additional Technology Requirements**

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

- Adobe CS Web Premium (Students must purchase from Walden Computer Store to take advantage of student discount.)
- \*Adobe CS Web Premium will not run effectively with Windows 2000.

### ***Training and Performance Improvement Certificate Specialization***

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.

### **Curriculum**

*Note:* Students take all courses in the sequence listed.

#### **Certificate Courses (12 cr.)**

- EIDT 6100 - Instructional Design♦
- EIDT 6130 - Program Evaluation♦
- EIDT 6500 - Performance Improvement♦
- EIDT 6501 - Training and Development♦

## **Canter Self-Paced Courses**

### **Canter Self-Paced Courses**

The leader in education programs for working professionals, The Richard W. Riley College of Education and Leadership focuses on helping educators develop as leaders in their learning communities. The college offers a diverse portfolio of individual online and distance-learning courses for adult learners who are seeking to meet their immediate educational needs.

The following courses are self paced and offered in print & DVD and Online. The self-paced courses are provided through a unique partnership with Canter, a pioneer in the field of teacher professional development.

### **Self-Paced Courses**

- EDUC 6901 - The High-Performing Teacher
- EDUC 6902 - Learning Differences: Effective Teaching with Learning Styles and Multiple Intelligences
- EDUC 6903 - Building Your Repertoire of Teaching Strategies
- EDUC 6904 - Helping Students Become Self-Directed Learners
- EDUC 6908 - Improving Reading in the Content Areas
- EDUC 6909 - Motivating Today's Learner
- EDUC 6911 - Math: Teaching for Understanding
- EDUC 6913 - Supporting the Struggling Reader
- EDUC 6914 - Designing Curriculum and Instruction with the Learner in Mind
- EDUC 6915 - Helping Struggling Readers with Content-Area Learning
- EDUC 6916 - How to Get Parents on Your Side
- EDUC 6917 - Succeeding With Difficult Students
- EDUC 6919 - Teaching Students to Get Along
- EDUC 6929 - Including Students with Special Needs: Curriculum, Instruction, and Assessment
- EDUC 6930 - Classroom Management to Promote Student Learning
- EDUC 6935T - The Adolescent Brain
- EDUC 6936 - Introduction to Teacher Leadership
- EDUC 6937 - Meeting the Needs of Culturally and Linguistically Diverse Learners
- EDUC 6938 - Teacher Leadership: Mentoring, Coaching, and Collaboration
- EDUC 6939 - Teacher Leadership for Learning and Teaching
- EDUC 6940T - Teacher Leadership in Professional Learning Communities
- EDUC 6941T - Differentiating Instruction for Student Success
- EDUC 6942T - Returning Creativity to the Classroom
- EDUC 6943T - Using Technology to Enhance Content-Area Learning
- EDUC 6944T - Technology and 21st-Century Literacy Skills
- EDUC 6945T - The Effective Reading Teacher
- EDUC 6946T - Teaching Beginning Readers
- EDUC 6947T - Teaching Developing Readers
- EDUC 6948T - Using Technology to Engage Diverse Learners
- EDUC 6949T - Supporting Students With Learning Disabilities: Strategies for Success\*
- EDUC 6951T - Motivating Students to Read
- EDUC 6952T - Assertive Discipline and Beyond
- EDUC 6954T - Differentiation in the Mathematics Classroom

- EDUC 6955T - Writing Strategies for Increasing Achievement in Any Content Area
- EDUC 6961 - Assessment to Enhance Teaching and Learning
- EDUC 6964T - Advanced Instructional Strategies for Special Educators
- EDUC 6965T - Using Data to Guide School Improvement

## **Master's Degree Programs**

### **M.S. in Adult Learning**

The M.S. in Adult Learning program provides students with the knowledge and skills required to design, deliver, and manage adult learning in a variety of environments. The M.S. in Adult Learning program has been created specifically to develop the competencies of adult educators and empower them to apply knowledge to practice. A dynamic combination of theory, research, and practical approaches, including an individualized capstone project, has been designed to improve educator effectiveness and enhance student learning outcomes.

#### **Learning Outcomes**

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

1. Demonstrate an awareness of and sensitivity to issues of diversity and multiculturalism as they impact motivation and social change in adult education.
2. Critically examine issues, trends, and current research in the field of adult learning.
3. Utilize a repertoire of practices for use in a variety of adult learning contexts.
4. Create transformative learning experiences that meet the needs of adult learners across the lifespan.
5. Evaluate and apply best practices in the use of technology in adult education.
6. Exhibit an understanding of the organizations and policies that inform practice in adult learning settings.
7. Use data and research to inform practice and make context-specific decisions affecting adult learners.

#### **Specializations**

- General Program
- Developmental Education
- Online Teaching
- Teaching Adults English as a Second Language
- Training and Performance Improvement

#### **Degree Requirements**

- 30–36 total semester credit hours, depending on the specialization
- Foundation course (3 sem. cr.)
- Core courses (21-24 sem. cr. depending on specialization)
- Specialization courses (6-9 sem. cr. depending on specialization)
- Capstone course (3 sem. cr.)

- Minimum 5–6 semesters enrollment, depending on the specialization

### **Foundation Course (3 sem. cr.)**

- EDUC 6170 - Dynamics of Adult Teaching and Learning♦

### **Core Courses (24 sem. cr.)**

- EDUC 6171 - Theories and Frameworks for Adult Learning♦
- EDUC 6172 - Cultural Diversity and Motivation♦
- EDUC 6173 - Building Research Competencies in Adult Education♦
- EDUC 6174 - Developing a Repertoire of Effective Teaching Practices♦
- EDUC 6175 - Planning, Assessing, and Improving Adult Learning♦
- EDUC 6176 - Facilitating Collaboration and Group Process♦
- EDUC 6177 - Using Technology to Enhance Adult Learning♦
- EDUC 6178 - Organizations, Systems, and Change♦

### **Program Data**

Walden is committed to providing the information about your program. Please find detailed information for the [M.S. in Adult Learning](#) program relating to the types of occupations this program may lead to, completion rate, program costs, and median loan debt of students who have graduated from this program.

### **Developmental Education**

The M.S. in Adult Learning with a specialization in Developmental Education will provide students with the knowledge, expertise, and skills required to manage developmental education programs in a variety of environments. This specialization has been created specifically to develop the competencies of developmental educators and empower them to apply knowledge to practice.

### **Foundation Course (3 sem. cr.)**

- EDUC 6170 - Dynamics of Adult Teaching and Learning♦

### **Core Courses**

- EDUC 6171 - Theories and Frameworks for Adult Learning♦
- EDUC 6172 - Cultural Diversity and Motivation♦
- EDUC 6173 - Building Research Competencies in Adult Education♦
- EDUC 6174 - Developing a Repertoire of Effective Teaching Practices♦
- EDUC 6175 - Planning, Assessing, and Improving Adult Learning♦
- EDUC 6176 - Facilitating Collaboration and Group Process♦
- EDUC 6177 - Using Technology to Enhance Adult Learning♦

### **Specialization Curriculum (6 sem. cr.)**

- EDUC 6181 - Developmental Education: Theory and Practice♦
- EDUC 6182 - Strategies for Success in Developmental Education♦

### Capstone (3 sem. cr.)

- EDUC 6190 - Capstone: Practical Application in Adult Learning

### Course Sequence

<i>Semester</i>	<i>Course</i>	<i>Credits</i>
1	EDUC 6170 - Dynamics of Teaching and Learning	3 sem. cr.
	EDUC 6171 - Theories and Frameworks for Adult Learning	3 sem. cr.
2	EDUC 6172 - Cultural Diversity and Motivation	3 sem. cr.
	EDUC 6173 - Building Research Competencies in Adult Education	3 sem. cr.
3	EDUC 6174 - Developing a Repertoire of Effective Teaching Practices	3 sem. cr.
	EDUC 6175 - Planning, Assessing, and Improving Adult Learning	3 sem. cr.
4	EDUC 6176 - Facilitating Collaboration and Group Process	3 sem. cr.
	EDUC 6177 - Using Technology to Enhance Adult Learning	3 sem. cr.
5	EDUC 6181 - Developmental Education: Theory and Practice	3 sem. cr.
	EDUC 6182 - Strategies for Success in Developmental Education	3 sem. cr.
6	EDUC 6190 - Capstone: Practical Application in Adult Learning	3 sem. cr.

### General Program in Adult Learning

Students prepare to become effective adult educators in a range of learning settings. Through the General Program, students gain an overview of adult learning theories, research, and best practices that can be applied to create transformative learning experiences for adults. They broaden their understanding of adult development, including how diversity and multiculturalism affect motivation in the adult education field.

### Foundation Course (3 sem. cr.)

- EDUC 6170 - Dynamics of Adult Teaching and Learning♦

### Core Courses (24 sem. cr.)

- EDUC 6171 - Theories and Frameworks for Adult Learning♦
- EDUC 6172 - Cultural Diversity and Motivation♦
- EDUC 6173 - Building Research Competencies in Adult Education♦
- EDUC 6174 - Developing a Repertoire of Effective Teaching Practices♦
- EDUC 6175 - Planning, Assessing, and Improving Adult Learning♦
- EDUC 6176 - Facilitating Collaboration and Group Process♦
- EDUC 6177 - Using Technology to Enhance Adult Learning♦
- EDUC 6178 - Organizations, Systems, and Change♦

### Capstone

- EDUC 6190 - Capstone: Practical Application in Adult Learning

### ***Course Sequence***

<b><i>Semester</i></b>	<b><i>Course</i></b>	<b><i>Credits</i></b>
1	EDUC 6170 - Dynamics of Teaching and Learning	3 sem. cr.
	EDUC 6171 - Theories and Frameworks for Adult Learning	3 sem. cr.
2	EDUC 6172 - Cultural Diversity and Motivation	3 sem. cr.
	EDUC 6173 - Building Research Competencies in Adult Education	3 sem. cr.
3	EDUC 6174 - Developing a Repertoire of Effective Teaching Practices	3 sem. cr.
	EDUC 6175 - Planning, Assessing, and Improving Adult Learning	3 sem. cr.
4	EDUC 6176 - Facilitating Collaboration and Group Process	3 sem. cr.
	EDUC 6177 - Using Technology to Enhance Adult Learning	3 sem. cr.
5	EDUC 6178 - Organizations, Systems, and Change	3 sem. cr.
	EDUC 6190 - Capstone: Practical Application in Adult Learning	3 sem. cr.

### ***Online Teaching***

Online learning is an important component of the adult education landscape in both traditional and nontraditional settings. Students explore how to design and deliver effective online courses and programs. They learn to integrate online teaching strategies with course management and multimedia tools. Students develop assessment strategies to measure adult learning outcomes in online environments. They leverage Walden's more than 40 years of experience in distance learning as they incorporate the latest technologies to support adults with diverse learning styles.

#### **Foundation Course (3 sem. cr.)**

- EDUC 6170 - Dynamics of Adult Teaching and Learning♦

#### **Core Courses (21 sem. cr.)**

- EDUC 6171 - Theories and Frameworks for Adult Learning♦
- EDUC 6172 - Cultural Diversity and Motivation♦
- EDUC 6173 - Building Research Competencies in Adult Education♦
- EDUC 6174 - Developing a Repertoire of Effective Teaching Practices♦
- EDUC 6175 - Planning, Assessing, and Improving Adult Learning♦
- EDUC 6176 - Facilitating Collaboration and Group Process♦
- EDUC 6177 - Using Technology to Enhance Adult Learning♦

#### **Specialization Curriculum (6 sem. cr.)**

- EDUC 6179 - Online Instructional Strategies for Adult Learners♦
- EDUC 6180 - Assessments in Online Environments for Adult Learners♦

#### **Capstone (3 sem. cr.)**

- EDUC 6190 - Capstone: Practical Application in Adult Learning

## Course Sequence

<i>Semester</i>	<i>Course</i>	<i>Credits</i>
1	EDUC 6170 - Dynamics of Teaching and Learning	3 sem. cr.
	EDUC 6171 - Theories and Frameworks for Adult Learning	3 sem. cr.
2	EDUC 6172 - Cultural Diversity and Motivation	3 sem. cr.
	EDUC 6173 - Building Research Competencies in Adult Education	3 sem. cr.
3	EDUC 6174 - Developing a Repertoire of Effective Teaching Practices	3 sem. cr.
	EDUC 6175 - Planning, Assessing, and Improving Adult Learning	3 sem. cr.
4	EDUC 6176 - Facilitating Collaboration and Group Process	3 sem. cr.
	EDUC 6177 - Using Technology to Enhance Adult Learning	3 sem. cr.
5	EDUC 6179 - Online Instructional Strategies for Adult Learners	3 sem. cr.
	EDUC 6180 - Assessments in Online Environments for Adult Learners	3 sem. cr.
6	EDUC 6190 - Capstone: Practical Application in Adult Learning	3 sem. cr.

### **Teaching Adults English as a Second Language**

Education professionals gain the tools and strategies they need to help meet the growing demand for English language instructors. They explore essential theories and concepts of second language acquisition. Educators examine basic principles and best practices in the field as they prepare to plan lessons, design assessments, and conduct evaluations for adult learners. This specialization will help educators create effective environments for adults learning English as a second language.

#### **Foundation Course (3 sem. cr.)**

- EDUC 6170 - Dynamics of Adult Teaching and Learning♦

#### **Core Courses (21 sem. cr.)**

- EDUC 6171 - Theories and Frameworks for Adult Learning♦
- EDUC 6172 - Cultural Diversity and Motivation♦
- EDUC 6173 - Building Research Competencies in Adult Education♦
- EDUC 6174 - Developing a Repertoire of Effective Teaching Practices♦
- EDUC 6175 - Planning, Assessing, and Improving Adult Learning♦
- EDUC 6176 - Facilitating Collaboration and Group Process♦
- EDUC 6177 - Using Technology to Enhance Adult Learning♦

#### **Specialization Curriculum (9 sem. cr.)**

- EDUC 6185 - Fundamentals of Teaching Adults English as a Second Language♦
- EDUC 6186 - Methods of Teaching Adults English as a Second Language♦
- EDUC 6187 - Planning, Assessment, and Evaluation for Teaching Adults English as a Second Language♦

**Capstone (3 sem. cr.)**

- EDUC 6190 - Capstone: Practical Application in Adult Learning

**Course Sequence**

<i>Semester</i>	<i>Course</i>	<i>Credits</i>
1	EDUC 6170 - Dynamics of Teaching and Learning	3 sem. cr.
	EDUC 6171 - Theories and Frameworks for Adult Learning	3 sem. cr.
2	EDUC 6172 - Cultural Diversity and Motivation	3 sem. cr.
	EDUC 6173 - Building Research Competencies in Adult Education	3 sem. cr.
3	EDUC 6174 - Developing a Repertoire of Effective Teaching Practices	3 sem. cr.
	EDUC 6175 - Planning, Assessing, and Improving Adult Learning	3 sem. cr.
4	EDUC 6176 - Facilitating Collaboration and Group Process	3 sem. cr.
	EDUC 6177 - Using Technology to Enhance Adult Learning	3 sem. cr.
5	EDUC 6185 - Fundamentals of Teaching Adults English as a Second Language	3 sem. cr.
	EDUC 6186 - Methods of Teaching Adults English as a Second Language	3 sem. cr.
6	EDUC 6187 - Planning, Assessment, and Evaluation for Teaching Adults English as a Second Language	3 sem. cr.
	EDUC 6190 - Capstone: Practical Application in Adult Learning	3 sem. cr.

**Training and Performance Improvement**

Adult students learn in a variety of environments beyond the traditional classroom, including the corporate setting. This specialization prepares educators to manage and deliver training programs that can help adults improve their workplace performance. Education professionals support the growth and development of the workforce through the design of quality instructional materials and systems that meet the needs and goals of an organization. They explore technologies that assist in planning, presenting, and managing instructor-led and self-directed courses.

**Foundation Course (3 sem. cr.)**

- EDUC 6170 - Dynamics of Adult Teaching and Learning♦

**Core Courses (21 sem. cr.)**

- EDUC 6171 - Theories and Frameworks for Adult Learning♦
- EDUC 6172 - Cultural Diversity and Motivation♦
- EDUC 6173 - Building Research Competencies in Adult Education♦
- EDUC 6174 - Developing a Repertoire of Effective Teaching Practices♦
- EDUC 6175 - Planning, Assessing, and Improving Adult Learning♦
- EDUC 6176 - Facilitating Collaboration and Group Process♦

- EDUC 6177 - Using Technology to Enhance Adult Learning♦
- EDUC 6178 - Organizations, Systems, and Change♦

**Capstone (3 sem. cr.)**

- EDUC 6190 - Capstone: Practical Application in Adult Learning

**Specialization Curriculum (6 sem. cr.)**

- EDUC 6184 - Training and Development Systems♦
- EDUC 6183 - Performance Improvement in the Workplace♦

**Course Sequence**

<i>Semester</i>	<i>Course</i>	<i>Credits</i>
1	EDUC 6170 - Dynamics of Teaching and Learning	3 sem. cr.
	EDUC 6171 - Theories and Frameworks for Adult Learning	3 sem. cr.
2	EDUC 6172 - Cultural Diversity and Motivation	3 sem. cr.
	EDUC 6173 - Building Research Competencies in Adult Education	3 sem. cr.
3	EDUC 6174 - Developing a Repertoire of Effective Teaching Practices	3 sem. cr.
	EDUC 6175 - Planning, Assessing, and Improving Adult Learning	3 sem. cr.
4	EDUC 6176 - Facilitating Collaboration and Group Process	3 sem. cr.
	EDUC 6177 - Using Technology to Enhance Adult Learning	3 sem. cr.
5	EDUC 6178 - Organizations, Systems, and Change	3 sem. cr.
	EDUC 6183 - Performance Improvement in the Workplace	3 sem. cr.
6	EDUC 6184 - Training and Development Systems	3 sem. cr.
	EDUC 6190 - Capstone: Practical Application in Adult Learning	3 sem. cr.

**M.S. in Early Childhood Studies**

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

**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.

### **Specializations**

- Administration, Management, and Leadership
- Early Childhood Public Policy and Advocacy
- Teaching Adults in the Early Childhood Field
- Teaching and Diversity in Early Childhood Education

### **Degree Requirements**

- 30 total semester credits
- Foundation course (3 sem. cr.)
- Core courses (18 sem. cr.)
- Specialization courses (6 sem. cr.)
- Capstone (3 sem. cr.)

### **Administration, Management, and Leadership**

- 33 total semester credits
- Foundation course (3 sem. cr.)
- Core courses (18 sem. cr.)
- Specialization courses (9 sem. cr.)
- Capstone (3 sem. cr.)

### **Curriculum**

#### **Core Curriculum**

#### **Foundation Course (3 sem. cr.)**

- EDUC 6005 - Foundations: Early Childhood Studies

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

- EDUC 6160 - Early Childhood Development
- EDUC 6161 - Effective Programs and Practices♦
- EDUC 6162 - Issues and Trends in the Early Childhood Field♦
- EDUC 6163 - Building Research Competencies♦
- EDUC 6164 - Perspectives on Diversity and Equity♦

- EDUC 6165 - Communicating and Collaborating in the Early Childhood Field♦

### **Capstone Course (3 sem. cr.)**

- EDUC 6990 - Capstone: Practical Application in the Early Childhood Field

### **Note on Licensure**

*For initial licensure or adding endorsements (e.g., new teaching fields) to existing licenses, individuals are often required to complete a state-approved licensure program. Walden offers Minnesota state-approved licensure programs in special education, early childhood education, and P–12 principal licensure.*

*Additionally, not all of Walden’s programs include a practicum or cover the grade span of K–12, which are requirements for obtaining an endorsement in some states, especially in the area of reading.*

*The graduate degree program and coursework within the program in which you are enrolling is accepted by many states toward upgrading or renewing a license or obtaining a salary increase (depending on state or district policy).*

*Prospective students seeking licensure must research their state licensure requirements to determine (1) if they are required to complete a state-approved licensure program, and (2) if there are any other requirements that apply, especially requirements pertaining to programs provided by out-of-state (except Minnesota) or online institutions.*

*Walden enrollment advisors can provide guidance on licensure issues; 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 or endorsement. For additional guidance on licensure issues, please refer to [www.WaldenU.edu/educlicensure](http://www.WaldenU.edu/educlicensure).*

### **Program Data**

Walden is committed to providing the information about your program. Please find detailed information for the [M.S. in Early Childhood Studies](#) program relating to the types of occupations this program may lead to, completion rate, program costs, and median loan debt of students who have graduated from this program.

### **Administration, Management, and Leadership Specialization**

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

### Specialization Curriculum (9 sem. cr.)

- EDUC 6166 - Developing People and Leading Teams♦
- EDUC 6167 - Budgeting and Allocating Resources♦
- EDUC 6168 - Planning and Managing Early Childhood Programs♦

### Course Sequence

<i>Semester</i>	<i>Course</i>	<i>Credits</i>
1	EDUC 6005 - Foundations: Early Childhood Studies	3 sem. cr.
	EDUC 6160 - Early Childhood Development	3 sem. cr.
2	EDUC 6161 - Effective Programs and Practices	3 sem. cr.
	EDUC 6162 - Issues and Trends in the Early Childhood Field	3 sem. cr.
3	EDUC 6163 - Building Research Competencies	3 sem. cr.
	EDUC 6164 - Perspectives on Diversity and Equity	3 sem. cr.
4	EDUC 6165 - Communicating and Collaborating in the Early Childhood Field	3 sem. cr.
	EDUC 6166 - Developing People and Leading Teams	3 sem. cr.
5	EDUC 6167 - Budgeting and Allocating Resources	3 sem. cr.
	EDUC 6168 - Planning and Managing Early Childhood Programs	3 sem. cr.
6	EDUC 6990 - Capstone: Practical Application in the Early Childhood Field	3 sem. cr.

### Early Childhood Public Policy and Advocacy Specialization

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

### Specialization Curriculum (6 sem. cr.)

- EDUC 6765 - Early Childhood Systems♦
- EDUC 6766 - Tools for Policymakers and Advocates♦

### Course Sequence

<i>Semester</i>	<i>Course</i>	<i>Credits</i>
1	EDUC 6005 - Foundations: Early Childhood Studies	3 sem. cr.
	EDUC 6160 - Early Childhood Development	3 sem. cr.
2	EDUC 6161 - Effective Programs and Practices	3 sem. cr.

	EDUC 6162 - Issues and Trends in the Early Childhood Field	3 sem. cr.
3	EDUC 6163 - Building Research Competencies	3 sem. cr.
	EDUC 6164 - Perspectives on Diversity and Equity	3 sem. cr.
4	EDUC 6165 - Communicating and Collaborating in the Early Childhood Field	3 sem. cr.
	EDUC 6765 - Early Childhood Systems	3 sem. cr.
5	EDUC 6766 - Tools for Policymakers and Advocates	3 sem. cr.
	EDUC 6990 - Capstone: Practical Application in the Early Childhood Field	3 sem. cr.

### **Teaching Adults in the Early Childhood Field Specialization**

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

#### **Specialization Curriculum (6 sem. cr.)**

- EDUC 6360 - How Adults Learn♦
- EDUC 6361 - Instructional Strategies for Adult Learners♦

#### **Course Sequence**

<i>Semester</i>	<i>Course</i>	<i>Credits</i>
1	EDUC 6005 - Foundations: Early Childhood Studies	3 sem. cr.
	EDUC 6160 - Early Childhood Development	3 sem. cr.
2	EDUC 6161 - Effective Programs and Practices	3 sem. cr.
	EDUC 6162 - Issues and Trends in the Early Childhood Field	3 sem. cr.
3	EDUC 6163 - Building Research Competencies	3 sem. cr.
	EDUC 6164 - Perspectives on Diversity and Equity	3 sem. cr.
4	EDUC 6165 - Communicating and Collaborating in the Early Childhood Field	3 sem. cr.
	EDUC 6360 - How Adults Learn	3 sem. cr.
5	EDUC 6361 - Instructional Strategies for Adult Learners	3 sem. cr.
	EDUC 6990 - Capstone: Practical Application in the Early Childhood Field	3 sem. cr.

## Teaching and Diversity in Early Childhood Education Specialization

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

### Specialization Curriculum (6 sem. cr.)

- EDUC 6357 - Diversity, Development, and Learning♦
- EDUC 6358 - Strategies for Working with Diverse Children♦

### Course Sequence

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

## M.S. in Education

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

### Learning Outcomes

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

1. Treat students equitably, recognizing the individual differences that distinguish one student from another and adjusting their practice based on observation and knowledge of their students' interests, abilities, skills, knowledge, family circumstances, and peer relationships.

2. Create multiple paths to the subjects they teach, through their knowledge of how the subject is created, organized, linked to other disciplines, and applied to real-world settings.
3. Manage and monitor student learning to create, enrich, maintain and alter instructional settings to capture and sustain the interest of their students and to make the most effective use of time.
4. Draw on knowledge of human development, subject matter and instruction, and understanding of students to make principled judgments about sound practice.
5. Contribute to the effectiveness of the school by working collaboratively with families, community, and other professionals on instructional policy, curriculum development and staff development.

### **Specializations**

- Adolescent Literacy and Technology (Grades 6–12)
- Curriculum, Instruction, and Assessment (Grades K–12)
- Educational Leadership and Administration (Principal Preparation program)
- Elementary Reading and Literacy (PreK–6)
- Elementary Reading and Mathematics (Grades K–6)
- Integrating Technology in the Classroom (Grades K–12)
- Literacy and Learning in the Content Areas (Grades 6–12)
- Mathematics (Grades K-6)
- Mathematics (Grades 5-8)
- Mathematics and Science (Grades K-8)
- Middle Level Education (Grades 5–8)
- Professional Development (Grades P–12)
- Science (Grades K–8)
- Special Education (Non-Licensure\*) (Grades K–12)
- Teacher Leadership (Grades K–12)
- Teaching English-Language Learners (Grades K-12)

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

### **Degree Requirements**

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

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

## **Program Data**

Walden is committed to providing the information about your program. Please find detailed information for the [M.S. in Education](#) program relating to the types of occupations this program may lead to, completion rate, program costs, and median loan debt of students who have graduated from this program.

## **Adolescent Literacy and Technology (Grades 6–12) Specialization**

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

## **Learning Outcomes**

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

1. Use foundational knowledge to design or implement an integrated, comprehensive, and balanced curriculum.
2. Use appropriate and varied instructional approaches, including those that develop word recognition, language comprehension, strategic knowledge, and reading–writing connections.
3. Use a wide range of texts (e.g., narrative, expository, and poetry) from traditional print, digital, and online resources.
4. Design the physical environment to optimize students' use of traditional print, digital, and online resources in reading and writing instruction.
5. Design a social environment that is low risk and includes choice, motivation, and scaffolded support to optimize students' opportunities for learning to read and write.
6. Use routines to support reading and writing instruction (e.g., time allocation, transitions from one activity to another, discussions, and peer feedback).

7. Use a variety of classroom configurations (i.e., whole class, small group, and individual) to differentiate instruction.
8. Engage students in exploring real-world issues and solving authentic problems using digital tools and resources.
9. Model collaborative knowledge construction by engaging in learning with students, colleagues, and others in face-to-face and virtual environments.
10. Design or adapt relevant learning experiences that incorporate digital tools and resources to promote student learning and creativity.
11. 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.
12. Design or adapt relevant learning experiences that incorporate digital tools and resources to promote student learning and creativity.
13. Demonstrate fluency in technology systems and the transfer of current knowledge to new technologies and situations.
14. Model and facilitate effective use of current and emerging digital tools to locate, analyze, evaluate, and use information resources to support research and learning.
15. Advocate, model, and teach safe, legal, and ethical use of digital information and technology, including respect for copyright, intellectual property, and appropriate documentation of sources.
16. Promote and model digital etiquette and responsible social interactions related to the use of technology and information.

#### **Core Courses (12 sem. cr.)**

- EDUC 6610 - Teacher as Professional
- EDUC 6640 - Designing Curriculum, Instruction, and Assessment♦
- EDUC 6650 - Enhancing Learning Through Linguistic and Cultural Diversity♦
- EDUC 6733 - Action Research for Educators♦

#### **Specialization Courses (18 sem. cr.)**

- EDUC 6712 - Supporting Information Literacy and Online Inquiry in the Classroom♦
- EDUC 6713 - Integrating Technology Across the Content Areas♦
- EDUC 6714 - Reaching and Engaging All Learners Through Technology♦
- READ 6581 - Reading in the Content Areas, Grades 6–12♦
- READ 6582 - Writing in the Content Areas, Grades 6–12♦
- READ 6584 - Supporting Struggling Readers, Grades 6–12♦

## Course Sequence

<i>Semester</i>	<i>Course</i>	<i>Credits</i>
1	EDUC 6610 - Teacher as Professional	3 sem. cr.
	EDUC 6640 - Designing Curriculum, Instruction, and Assessment	3 sem. cr.
2	EDUC 6650 - Enhancing Learning Through Linguistic and Cultural Diversity	3 sem. cr.
	READ 6581 - Reading in the Content Areas, Grades 6–12	3 sem. cr.
3	READ 6582 - Writing in the Content Areas, Grades 6–12	3 sem. cr.
	EDUC 6733 - Action Research for Educators	3 sem. cr.
4	EDUC 6712 - Supporting Information Literacy and Online Inquiry in the Classroom	3 sem. cr.
	EDUC 6713 - Integrating Technology Across the Content Areas	3 sem. cr.
5	READ 6584 - Supporting Struggling Readers, Grades 6–12	3 sem. cr.
	EDUC 6714 - Reaching and Engaging All Learners Through Technology	3 sem. cr.

### Note on Licensure

*For initial licensure or adding endorsements (e.g., new teaching fields) to existing licenses, individuals are often required to complete a state-approved licensure program. Walden offers Minnesota state-approved licensure programs in special education, early childhood education, and P–12 principal licensure.*

*Additionally, not all of Walden’s programs include a practicum or cover the grade span of K–12, which are requirements for obtaining an endorsement in some states, especially in the area of reading.*

*The graduate degree program and coursework within the program in which you are enrolling is accepted by many states toward upgrading or renewing a license or obtaining a salary increase (depending on state or district policy).*

*Prospective students seeking licensure must research their state licensure requirements to determine (1) if they are required to complete a state-approved licensure program, and (2) if there are any other requirements that apply, especially requirements pertaining to programs provided by out-of-state (except Minnesota) or online institutions.*

*Walden enrollment advisors can provide guidance on licensure issues; 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 or endorsement. For additional guidance on licensure issues, please refer to [www.WaldenU.edu/educlicensure](http://www.WaldenU.edu/educlicensure).*

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

This 30-semester-credit 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. The alignment of curriculum, assessment, and instruction is a complex task, but helps to meet this goal: All children can learn. Instituting standards inherently levels the playing field, suggesting the same achievement goals for all students, regardless of socioeconomic conditions, ethnicity, or learning differences. Specialization content focuses on current thinking about how teachers can best align their curriculum with state and local content standards. Each course is 8 weeks in length, and there are two consecutive courses per semester. The specialization is offered in a prescribed online sequence.

#### **Learning Outcomes**

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

1. Draw on knowledge of subject matter and curriculum to make sound decisions about what is important for students to learn within and across the subject areas of the middle childhood and middle grades curriculum.
2. Develop lessons and behaviors that help students learn to respect and appreciate individual and group differences.
3. Use a variety of approaches to help students build knowledge and strengthen understanding.
4. Identify skills gaps and preconceptions students may bring to the subject.

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

- EDUC 6610 - Teacher as Professional
- EDUC 6650 - Enhancing Learning Through Linguistic and Cultural Diversity♦
- EDUC 6657 - Creating an Effective Classroom Learning Environment♦
- EDUC 6674 - Designing Curriculum, Instruction, and Assessment for Students With Special Needs♦
- EDUC 6733 - Action Research for Educators♦

#### **Specialization Courses (15 sem. cr.)**

- EDUC 6625 - Habits of Mind: Thinking Skills to Promote Self-Directed Learning♦
- EDUC 6651 - Teacher Leadership in the Classroom: Increasing Learning and Achievement♦
- EDUC 6730 - Curriculum Design for Learning♦
- EDUC 6731 - Assessment for Student Learning♦
- EDUC 6732 - Differentiated Instruction♦

## Course Sequence

<i>Semester</i>	<i>Course</i>	<i>Credits</i>
1	EDUC 6610 - Teacher as Professional	3 sem. cr.
	EDUC 6650 - Enhancing Learning Through Linguistic and Cultural Diversity	3 sem. cr.
2	EDUC 6730 - Curriculum Design for Learning	3 sem. cr.
	EDUC 6731 - Assessment for Student Learning	3 sem. cr.
3	EDUC 6732 - Differentiated Instruction	3 sem. cr.
	EDUC 6733 - Action Research for Educators	3 sem. cr.
4	EDUC 6625 - Habits of Mind: Thinking Skills to Promote Self-Directed Learning	3 sem. cr.
	EDUC 6657 - Creating an Effective Classroom Learning Environment	3 sem. cr.
5	EDUC 6674 - Designing Curriculum, Instruction, and Assessment for Students With Special Needs	3 sem. cr.
	EDUC 6651 - Teacher Leadership in the Classroom: Increasing Learning and Achievement	3 sem. cr.

### Note on Licensure

*The only program offered by Walden that is state-approved as leading to any administrative/leadership license (e.g., assistant principal, principal, teacher leader, superintendent) is the Ed.S. in Educational Leadership and Administration, which has been approved in Minnesota for leading to licensure as a P–12 principal.*

*In addition, some of Walden’s programs in leadership can lead to principal licensure in Texas through a partnership with the Harris County Department of Education. For more information about the Texas Principal Certification Program, please contact Harris County at <http://www.hcde-texas.org/default.aspx?name=PrinCert>.*

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

*Walden enrollment advisors can provide guidance on licensure issues; 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 or endorsement. For additional guidance on licensure issues, please refer to [www.waldenu.edu/educlicensure](http://www.waldenu.edu/educlicensure).*

## ***Educational Leadership and Administration (Principal Preparation Program)***

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

Walden University meets the Ohio Board of Regents’ standards for graduate programs and the Ohio State Board of Education’s standards for Building Level Principal Licenses (grades preK-6, grades 4-9, and grades 5-12). Upon successful completion of this program, Walden can recommend candidates for principal licensure to the state of Ohio. Candidates who complete this program may qualify for principal licensure in many other states; 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.

Walden enrollment advisors can provide guidance on licensure issues; 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 or endorsement.

### **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 credit hours
  - Foundation course (3 sem. credits)
  - Core courses (27 sem. credits)
  - Field Experience courses (6 sem. credits)

## Curriculum

### Foundation Course (3 sem. cr.)

- EDUC 6002 - Foundations: Educational Leadership and Administration

### Core Courses (27 sem. cr.)

- EDUC 6200 - Teaching and Learning for School Leaders
- EDUC 6201 - Communication and Collaboration for Leaders
- EDUC 6202 - Ensuring Quality Education for Students with Diverse Needs
- EDUC 6203 - Policy and Law in School Organizations
- EDUC 6204 - Using Data to Strengthen Schools
- EDUC 6205 - Budgeting and Allocating Resources
- EDUC 6206 - Creating Positive, Safe, and Effective Learning Environments
- EDUC 6207 - Leading Curriculum Initiatives: Literacy and Math
- EDUC 6208 - Recruiting, Evaluating, and Retaining School Personnel

### Field Experience (6 sem. cr.)

- EDUC 6801 - Field Experience
- EDUC 6802 - Field Experience
- EDUC 6803 - Field Experience
- EDUC 6804 - Field Experience
- EDUC 6805 - Field Experience
- EDUC 6806 - Field Experience

## Course Sequence

<i>Semester</i>	<i>Course</i>	<i>Credits</i>
1	EDUC 6002 - Foundations: Educational Leadership and Administration	3 sem. cr.
	EDUC 6200 - Teaching and Learning for School Leaders	3 sem. cr.
2	EDUC 6201 - Communication and Collaboration for Leaders	3 sem. cr.
	EDUC 6202 - Ensuring Quality Education for Students with Diverse Needs	3 sem. cr.
	EDUC 6801 - Field Experience	1 sem. cr.
3	EDUC 6203 - Policy and Law in School Organizations	3 sem. cr.

	EDUC 6802 - Field Experience	1 sem. cr.
	EDUC 6204 - Using Data to Strengthen Schools	3 sem. cr.
	EDUC 6803 - Field Experience	1 sem. cr.
4	EDUC 6205 - Budgeting and Allocating Resources	3 sem. cr.
	EDUC 6804 - Field Experience	1 sem. cr.
	EDUC 6206 - Creating Positive, Safe, and Effective Learning Environments	3 sem. cr.
	EDUC 6805 - Field Experience	1 sem. cr.
5	EDUC 6207 - Leading Curriculum Initiatives: Literacy and Math	3 sem. cr.
	EDUC 6806 - Field Experience	1 sem. cr.
	EDUC 6208 - Recruiting, Evaluating, and Retaining School Personnel	3 sem. cr.

### Handbook

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 the both handbooks from their *myWalden* university portal. 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.

### Program Data

Walden is committed to providing the information to students about their program. Please find detailed information for the M.S. in Education with a specialization in Educational Leadership and Administration (Principal Preparation program) relating to the types of occupations this program may lead to, completion rate, program costs, and median loan debt of students who have graduated from this program.

### Elementary Reading and Literacy (PreK–6) Specialization

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

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

## Learning Outcomes

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

1. Use foundational knowledge to design or implement an integrated, comprehensive, and balanced curriculum.
2. Use appropriate and varied instructional approaches, including those that develop word recognition, language comprehension, strategic knowledge, and reading-writing connections.
3. Use a wide range of texts (e.g., narrative, expository, and poetry) from traditional print, digital, and online resources.
4. Understand various types of assessments and their purposes and strengths and employ them appropriately in their practice.
5. Select, develop, administer, and interpret assessments, both traditional print and electronic, for specific purposes.
6. Use assessment information to plan and evaluate instruction.
7. Communicate assessment results and implications to a variety of audiences.
8. Recognize, understand, and value the forms of diversity that exist in society and their importance in learning to read and write.
9. Use a literacy curriculum and engage in instructional practices that positively impact students' knowledge, beliefs, and engagement with the features of diversity.
10. Develop and implement strategies to advocate for equity.

## Core Courses (15 sem. cr.)

- EDUC 6610 - Teacher as Professional
- EDUC 6640 - Designing Curriculum, Instruction, and Assessment♦
- EDUC 6650 - Enhancing Learning Through Linguistic and Cultural Diversity♦
- EDUC 6733 - Action Research for Educators♦
- EDUC 6657 - Creating an Effective Classroom Learning Environment♦

## Specialization Courses (15 sem. cr.)

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

## Course Sequence

<i>Semester</i>	<i>Course</i>	<i>Credits</i>
1	EDUC 6610 - Teacher as Professional	3 sem. cr.
	EDUC 6640 - Designing Curriculum, Instruction, and Assessment	3 sem. cr.
2	EDUC 6705 - Foundations of Reading and Literacy	3 sem. cr.

	EDUC 6650 - Enhancing Learning Through Linguistic and Cultural Diversity	3 sem. cr.
3	EDUC 6706 - The Beginning Reader, PreK–3	3 sem. cr.
	EDUC 6733 - Action Research for Educators	3 sem. cr.
4	EDUC 6707 - The Developing Reader, Grades 4–6	3 sem. cr.
	EDUC 6657 - Creating an Effective Classroom Learning Environment	3 sem. cr.
5	EDUC 6708 - Literacy Development in a Culturally and Linguistically Diverse Classroom	3 sem. cr.
	EDUC 6709 - Literacy Development in an Academically Diverse Classroom	3 sem. cr.

### Note on Licensure

*For initial licensure or adding endorsements (e.g., new teaching fields) to existing licenses, individuals are often required to complete a state-approved licensure program. Walden offers Minnesota state-approved licensure programs in special education, early childhood education, and P–12 principal licensure.*

*Additionally, not all of Walden’s programs include a practicum or cover the grade span of K–12, which are requirements for obtaining an endorsement in some states, especially in the area of reading.*

*The graduate degree program and coursework within the program in which you are enrolling is accepted by many states toward upgrading or renewing a license or obtaining a salary increase (depending on state or district policy).*

*Prospective students seeking licensure must research their state licensure requirements to determine (1) if they are required to complete a state-approved licensure program, and (2) if there are any other requirements that apply, especially requirements pertaining to programs provided by out-of-state (except Minnesota) or online institutions.*

*Walden enrollment advisors can provide guidance on licensure issues; 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 or endorsement. For additional guidance on licensure issues, please refer to [www.WaldenU.edu/educlicensure](http://www.WaldenU.edu/educlicensure).*

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

This specialization, designed for elementary school teachers, focuses on effective teaching strategies educators can apply to create lessons and hands-on learning experiences that facilitate reading and math learning. The reading courses in this program reflect the current technology-oriented literacy landscape and provide techniques for maximizing literacy learning and

achievement. The math courses, which provide strategies for helping students meet the Common Core State Standards for Mathematics, emphasize ways to assess students' math skills, address misconceptions, plan interventions, and engage students so they become strong mathematical thinkers and problem-solvers.

Each course is 8 weeks in length, and there are two consecutive courses per semester.

### **Learning Outcomes**

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

1. Enable all students to understand numbers, ways of representing numbers, relationships among numbers, and number systems.
2. Enable all students to analyze characteristics and properties of two- and three-dimensional geometric shapes and develop mathematical arguments about geometric relationships and/or understand measurable attributes of objects and the units, systems, and processes of measurement.
3. Use foundational knowledge to design or implement an integrated, comprehensive, and balanced curriculum.
4. Use appropriate and varied instructional approaches, including those that develop word recognition, language comprehension, strategic knowledge, and reading–writing connections.
5. Use a wide range of texts (e.g., narrative, expository, and poetry) from traditional print, digital, and online resources.
6. Understand types of assessments and their purposes, strengths, and limitations.
7. Select, develop, administer, and interpret assessments, both traditional print and electronic, for specific purposes.
8. Use assessment information to plan and evaluate instruction.
9. Communicate assessment results and implications to a variety of audiences.

### **Core Courses (12 sem. cr.)**

- EDUC 6610 - Teacher as Professional
- EDUC 6640 - Designing Curriculum, Instruction, and Assessment♦
- EDUC 6650 - Enhancing Learning Through Linguistic and Cultural Diversity♦
- EDUC 6733 - Action Research for Educators♦

### **Specialization Courses (18 sem. cr.)**

- EDUC 6706 - The Beginning Reader, PreK–3♦
- EDUC 6707 - The Developing Reader, Grades 4–6♦
- EDUC 6709 - Literacy Development in an Academically Diverse Classroom♦
- MATH 6561 - Learning and Teaching Mathematics
- MATH 6562 - The Base Ten Number System and Operations: Addition/Subtraction
- MATH 6563 - The Base Ten Number System and Operations: Multiplication/Division

## Course Sequence

<i>Semester</i>	<i>Course</i>	<i>Credits</i>
1	EDUC 6610 - Teacher as Professional	3 sem. cr.
	EDUC 6640 - Designing Curriculum, Instruction, and Assessment	3 sem. cr.
2	MATH 6561- Learning and Teaching Mathematics	3 sem. cr.
	EDUC 6650 - Enhancing Learning Through Linguistic and Cultural Diversity	3 sem. cr.
3	MATH 6562 - The Base Ten Number System and Operations: Addition/Subtraction	3 sem. cr.
	EDUC 6733 - Action Research for Educators	3 sem. cr.
4	EDUC 6706 - The Beginning Reader, PreK–3	3 sem. cr.
	EDUC 6707 - The Developing Reader, Grades 4–6	3 sem. cr.
5	EDUC 6709 - Literacy Development in an Academically Diverse Classroom	3 sem. cr.
	MATH 6563 - The Base Ten Number System and Operations: Multiplication/Division	3 sem. cr.

### Note on Licensure

*For initial licensure or adding endorsements (e.g., new teaching fields) to existing licenses, individuals are often required to complete a state-approved licensure program. Walden offers Minnesota state-approved licensure programs in special education, early childhood education, and P–12 principal licensure.*

*Additionally, not all of Walden’s programs include a practicum or cover the grade span of K–12, which are requirements for obtaining an endorsement in some states, especially in the area of reading.*

*The graduate degree program and coursework within the program in which you are enrolling is accepted by many states toward upgrading or renewing a license or obtaining a salary increase (depending on state or district policy).*

*Prospective students seeking licensure must research their state licensure requirements to determine (1) if they are required to complete a state-approved licensure program, and (2) if there are any other requirements that apply, especially requirements pertaining to programs provided by out-of-state (except Minnesota) or online institutions.*

*Walden enrollment advisors can provide guidance on licensure issues; 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 or endorsement. For additional guidance on licensure issues, please refer to [www.WaldenU.edu/educlicensure](http://www.WaldenU.edu/educlicensure).*

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

This 30-semester-credit specialization is informed by the standards of the International Society for Technology in Education. Today's classrooms are increasingly faced with technologically savvy students, and teachers must utilize 21st-century knowledge and strategies to create an effective learning environment. This specialization allows teachers to model various technologies that engage and motivate learners and prepare them to thrive in a global society. Each course is 8 weeks in length, and there are two consecutive courses per semester. The specialization is offered in a prescribed online sequence.

### **Learning Outcomes**

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

1. Design or adapt relevant learning experiences that incorporate digital tools and resources to promote student learning and creativity.
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. Model and facilitate effective use of current and emerging digital tools to locate, analyze, evaluate, and use information resources to support research and learning.
4. Advocate, model, and teach safe, legal, and ethical use of digital information and technology, including respect for copyright, intellectual property, and appropriate documentation of sources.
5. Promote and model digital etiquette and responsible social interactions related to the use of technology and information.
6. Customize and personalize learning activities to address students' diverse learning styles, working strategies, and abilities using digital tools and resources.
7. Engage students in exploring real-world issues and solving authentic problems using digital tools and resources.
8. Model collaborative knowledge construction by engaging in learning with students, colleagues, and others in face-to-face and virtual environments.
9. Demonstrate fluency in technology systems and the transfer of current knowledge to new technologies and situations.

### **Core Courses (12 sem. cr.)**

- EDUC 6610 - Teacher as Professional
- EDUC 6650 - Enhancing Learning Through Linguistic and Cultural Diversity♦
- EDUC 6640 - Designing Curriculum, Instruction, and Assessment♦
- EDUC 6733 - Action Research for Educators♦

### **Specialization Courses (18 sem. cr.)**

- EDUC 6710 - Understanding the Impact of Technology on Education, Work, and Society♦
- EDUC 6711 - Bridging Learning Theory, Instruction, and Technology♦

- EDUC 6712 - Supporting Information Literacy and Online Inquiry in the Classroom♦
- EDUC 6713 - Integrating Technology Across the Content Areas♦
- EDUC 6714 - Reaching and Engaging All Learners Through Technology♦
- EDUC 6715 - New and Emerging Technologies♦

### Course Sequence

<i>Semester</i>	<i>Course</i>	<i>Credits</i>
1	EDUC 6610 - Teacher as Professional	3 sem. cr.
	EDUC 6640 - Designing Curriculum, Instruction, and Assessment	3 sem. cr.
2	EDUC 6650 - Enhancing Learning Through Linguistic and Cultural Diversity	3 sem. cr.
	EDUC 6710 - Understanding the Impact of Technology on Education, Work, and Society	3 sem. cr.
3	EDUC 6711 - Bridging Learning Theory, Instruction, and Technology	3 sem. cr.
	EDUC 6733 - Action Research for Educators	3 sem. cr.
4	EDUC 6712 - Supporting Information Literacy and Online Inquiry in the Classroom	3 sem. cr.
	EDUC 6713 - Integrating Technology Across the Content Areas	3 sem. cr.
5	EDUC 6714 - Reaching and Engaging All Learners Through Technology	3 sem. cr.
	EDUC 6715 - New and Emerging Technologies	3 sem. cr.

### Note on Licensure

*For initial licensure or adding endorsements (e.g., new teaching fields) to existing licenses, individuals are often required to complete a state-approved licensure program. Walden offers Minnesota state-approved licensure programs in special education, early childhood education, and P–12 principal licensure.*

*Additionally, not all of Walden’s programs include a practicum or cover the grade span of K–12, which are requirements for obtaining an endorsement in some states, especially in the area of reading.*

*The graduate degree program and coursework within the program in which you are enrolling is accepted by many states toward upgrading or renewing a license or obtaining a salary increase (depending on state or district policy).*

*Prospective students seeking licensure must research their state licensure requirements to determine (1) if they are required to complete a state-approved licensure program, and (2) if there are any other requirements that apply, especially requirements pertaining to programs provided by out-of-state (except Minnesota) or online institutions.*

*Walden enrollment advisors can provide guidance on licensure issues; 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 or endorsement. For additional guidance on licensure issues, please refer to [www.WaldenU.edu/educlicensure](http://www.WaldenU.edu/educlicensure).*

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

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

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

### **Learning Outcomes**

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

1. Use foundational knowledge to design or implement an integrated, comprehensive, and balanced curriculum.
2. Use appropriate and varied instructional approaches, including those that develop word recognition, language comprehension, strategic knowledge, and reading–writing connections.
3. Use a wide range of texts (e.g., narrative, expository, and poetry) from traditional print, digital, and online resources.
4. Design the physical environment to optimize students' use of traditional print, digital, and online resources in reading and writing instruction.
5. Design a social environment that is low risk and includes choice, motivation, and scaffolded support to optimize students' opportunities for learning to read and write.
6. Use routines to support reading and writing instruction (e.g., time allocation, transitions from one activity to another, discussions, and peer feedback).
7. Use a variety of classroom configurations (i.e., whole class, small group, and individual) to differentiate instruction.

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

- EDUC 6610 - Teacher as Professional
- EDUC 6640 - Designing Curriculum, Instruction, and Assessment♦
- EDUC 6650 - Enhancing Learning Through Linguistic and Cultural Diversity♦
- EDUC 6733 - Action Research for Educators♦
- EDUC 6657 - Creating an Effective Classroom Learning Environment♦
- EDUC 6674 - Designing Curriculum, Instruction, and Assessment for Students With Special Needs♦

### **Specialization Courses (12 sem. cr.)**

- READ 6581 - Reading in the Content Areas, Grades 6–12♦

- READ 6582 - Writing in the Content Areas, Grades 6–12♦
- READ 6583 - Technology and Literacy in the Content Areas, Grades 6-12♦
- READ 6584 - Supporting Struggling Readers, Grades 6–12♦

### Course Sequence

<i>Semester</i>	<i>Course</i>	<i>Credits</i>
1	EDUC 6610 - Teacher as Professional	3 cr.
	EDUC 6640 - Designing Curriculum, Instruction, and Assessment	3 cr.
2	READ 6581 - Reading in the Content Areas, Grades 6–12	3 cr.
	EDUC 6650 - Enhancing Learning Through Linguistic and Cultural Diversity	3 cr.
3	READ 6582 - Writing in the Content Areas, Grades 6–12	3 cr.
	EDUC 6733 - Action Research for Educators	3 cr.
4	READ 6583 - Technology and Literacy in the Content Areas, Grades 6–12	3 cr.
	EDUC 6657 - Creating an Effective Classroom Learning Environment	3 cr.
5	READ 6584 - Supporting Struggling Readers, Grades 6–12	3 cr.
	EDUC 6674 - Designing Curriculum, Instruction, and Assessment for Students With Special Needs	3 cr.

### Note on Licensure

*For initial licensure or adding endorsements (e.g., new teaching fields) to existing licenses, individuals are often required to complete a state-approved licensure program. Walden offers Minnesota state-approved licensure programs in special education, early childhood education, and P–12 principal licensure.*

*Additionally, not all of Walden’s programs include a practicum or cover the grade span of K–12, which are requirements for obtaining an endorsement in some states, especially in the area of reading.*

*The graduate degree program and coursework within the program in which you are enrolling is accepted by many states toward upgrading or renewing a license or obtaining a salary increase (depending on state or district policy).*

*Prospective students seeking licensure must research their state licensure requirements to determine (1) if they are required to complete a state-approved licensure program, and (2) if there are any other requirements that apply, especially requirements pertaining to programs provided by out-of-state (except Minnesota) or online institutions.*

*Walden enrollment advisors can provide guidance on licensure issues; 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 or endorsement. For additional guidance on licensure issues, please refer to [www.WaldenU.edu/educlicensure](http://www.WaldenU.edu/educlicensure).*

## **Mathematics (Grades 5–8) Specialization**

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.

### **Learning Outcomes**

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

1. Enable all students to understand numbers, ways of representing numbers, relationships among numbers, and number systems.
2. Enable all students to understand patterns, relations, and functions; represent and analyze mathematical situations and structures using algebraic symbols; use mathematical models to represent and understand quantitative relationships; and analyze change in various contexts.
3. Enable all students to analyze characteristics and properties of two- and three-dimensional geometric shapes and develop mathematical arguments about geometric relationships and/or understand measurable attributes of objects and the units, systems, and processes of measurement.
4. Enable all students to formulate questions that can be addressed with data and collect, organize, and display relevant data to answer them; select and use statistical methods to analyze data; develop and evaluate inferences and predictions that are based on data; and understand and apply basic concepts of probability.

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

- EDUC 6610 - Teacher as Professional
- EDUC 6640 - Designing Curriculum, Instruction, and Assessment♦
- EDUC 6650 - Enhancing Learning Through Linguistic and Cultural Diversity♦
- EDUC 6733 - Action Research for Educators♦
- EDUC 6657 - Creating an Effective Classroom Learning Environment♦

### Specialization Courses (15 sem. cr.)

- MATH 6561 - Learning and Teaching Mathematics
- MATH 6551 - Understanding Number Systems and Operations
- MATH 6552 - Geometric Thinking and Measurement
- MATH 6553 - Algebraic Reasoning, Functions, and Equations
- MATH 6554 - Data, Probability, and Statistical Reasoning

### Course Sequence

<b>Semester</b>	<b>Course</b>	<b>Credits</b>
1	EDUC 6610 - Teacher as Professional	3 sem. cr.
	EDUC 6640 - Designing Curriculum, Instruction, and Assessment	3 sem. cr.
2	MATH 6561 - Learning and Teaching Mathematics, Grades K-8	3 sem. cr.
	EDUC 6650 - Enhancing Learning Through Linguistic and Cultural Diversity	3 sem. cr.
3	MATH 6551 - Understanding Number Systems and Operations	3 sem. cr.
	EDUC 6733 - Action Research for Educators	3 sem. cr.
4	MATH 6552 - Geometric Thinking and Measurement	3 sem. cr.
	EDUC 6657 - Creating an Effective Classroom Learning Environment	3 sem. cr.
5	MATH 6553 - Algebraic Reasoning, Functions, and Equations	3 sem. cr.
	MATH 6554 - Data, Probability, and Statistical Reasoning	3 sem. cr.

### Note on Licensure

*For initial licensure or adding endorsements (e.g., new teaching fields) to existing licenses, individuals are often required to complete a state-approved licensure program. Walden offers Minnesota state-approved licensure programs in special education, early childhood education, and P–12 principal licensure.*

*Additionally, not all of Walden’s programs include a practicum or cover the grade span of K–12, which are requirements for obtaining an endorsement in some states, especially in the area of reading.*

*The graduate degree program and coursework within the program in which you are enrolling is accepted by many states toward upgrading or renewing a license or obtaining a salary increase (depending on state or district policy).*

*Prospective students seeking licensure must research their state licensure requirements to determine (1) if they are required to complete a state-approved licensure program, and (2) if there are any other requirements that apply, especially requirements pertaining to programs provided by out-of-state (except Minnesota) or online institutions.*

*Walden enrollment advisors can provide guidance on licensure issues; 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 or endorsement. For additional guidance on licensure issues, please refer to [www.WaldenU.edu/educlicensure](http://www.WaldenU.edu/educlicensure).*

## **Mathematics (Grades K–6) Specialization**

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 M. S. 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.

### **Learning Outcomes**

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

1. Enable all students to understand numbers, ways of representing numbers, relationships among numbers, and number systems.
2. Enable all students to analyze characteristics and properties of two- and three-dimensional geometric shapes and develop mathematical arguments about geometric relationships and/or understand measurable attributes of objects and the units, systems, and processes of measurement.
3. Enable all students to understand patterns, relations and functions; represent and analyze mathematical situations and structures using algebraic symbols; use mathematical models to represent and understand quantitative relationships; and analyze change in various contexts.
4. Enable all students to formulate questions that can be addressed with data and collect, organize, and display relevant data to answer them; select and use statistical methods to analyze data; develop and evaluate inferences and predictions that are based on data; and understand and apply basic concepts of probability.

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

- EDUC 6610 - Teacher as Professional
- EDUC 6640 - Designing Curriculum, Instruction, and Assessment♦
- EDUC 6650 - Enhancing Learning Through Linguistic and Cultural Diversity♦
- EDUC 6733 - Action Research for Educators♦
- EDUC 6657 - Creating an Effective Classroom Learning Environment♦

### Specialization Courses (15 sem. cr.)

- MATH 6561 - Learning and Teaching Mathematics
- MATH 6562 - The Base Ten Number System and Operations: Addition/Subtraction
- MATH 6563 - The Base Ten Number System and Operations: Multiplication/Division
- MATH 6564 - Measurement, Data, and Geometric Thinking
- MATH 6565 - Understanding Rational Numbers and Proportional Reasoning

### Course Sequence

<i>Semester</i>	<i>Course</i>	<i>Credits</i>
1	EDUC 6610 - Teacher as Professional	3 sem. cr.
	EDUC 6640 - Designing Curriculum, Instruction, and Assessment	3 sem. cr.
2	MATH 6561 - Learning and Teaching Mathematics	3 sem. cr.
	EDUC 6650 - Enhancing Learning Through Linguistic and Cultural Diversity	3 sem. cr.
3	MATH 6562 - The Base Ten Number Systems and Operations: Addition/Subtraction	3 sem. cr.
	EDUC 6733 - Action Research for Educators	3 sem. cr.
4	MATH 6563 - The Base Ten Number Systems and Operations: Multiplication/Division	3 sem. cr.
	EDUC 6657 - Creating an Effective Classroom Learning Environment	3 sem. cr.
5	MATH 6564 - Measurement, Data, and Geometric Thinking	3 sem. cr.
	MATH 6565 - Understanding Rational Numbers and Proportional Reasoning	3 sem. cr.

### Note on Licensure

*For initial licensure or adding endorsements (e.g., new teaching fields) to existing licenses, individuals are often required to complete a state-approved licensure program. Walden offers Minnesota state-approved licensure programs in special education, early childhood education, and P–12 principal licensure.*

*Additionally, not all of Walden’s programs include a practicum or cover the grade span of K–12, which are requirements for obtaining an endorsement in some states, especially in the area of reading.*

*The graduate degree program and coursework within the program in which you are enrolling is accepted by many states toward upgrading or renewing a license or obtaining a salary increase (depending on state or district policy).*

*Prospective students seeking licensure must research their state licensure requirements to determine (1) if they are required to complete a state-approved licensure program, and (2) if there are any other requirements that apply, especially requirements pertaining to programs provided by out-of-state (except Minnesota) or online institutions.*

*Walden enrollment advisors can provide guidance on licensure issues; 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 or endorsement. For additional guidance on licensure issues, please refer to [www.WaldenU.edu/educlicensure](http://www.WaldenU.edu/educlicensure).*

## **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

### **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 (CCSS) for Mathematical Practice into their teaching.
2. Apply strategies to help students diagnose misconceptions, solve problems successfully, and develop mathematical habits of mind.
3. Demonstrate an understanding of connections among mathematical concepts and ideas and help students make similar connections.
4. Analyze student use of inquiry methods, observation, collaboration, data collection, and analysis by use of student assessments measuring achievement of concept development from empirical experiences in order to engage students in active learning.
5. Develop and communicate a plan that uses inquiry, technology, and critical analysis for teaching students to distinguish science from nonscience, to understand the evolution and practice of science as a human endeavor, and to envision an integration of science knowledge, pedagogy, history, and philosophy.
6. Recognize that an informed citizenry, in order to make decisions on contemporary scientific and technological issues, must conduct analyses of the facts of such issues and assess possible actions and outcomes through activities, such as creating informed scientific communities looking at societal implications of the decisions and communicating to the broader population.

### Core Courses (12 sem. cr.)

- EDUC 6610 - Teacher as Professional
- EDUC 6640 - Designing Curriculum, Instruction, and Assessment♦
- EDUC 6650 - Enhancing Learning Through Linguistic and Cultural Diversity♦
- EDUC 6733 - Action Research for Educators♦

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

- MATH 6561 - Learning and Teaching Mathematics
- SCIE 6660 - The Nature of Science♦
- SCIE 6661 - Exploring the Physical World♦
- SCIE 6664 - Looking into the Future of Science and Education♦
- MATH 6564 - Measurement, Data, and Geometric Thinking
- MATH 6565 - Understanding Rational Numbers and Proportional Reasoning

### Course Sequence

<i>Semester</i>	<i>Course</i>	<i>Credits</i>
1	EDUC 6610 - Teacher As Professional	3 sem. cr.
	EDUC 6640 - Designing Curriculum, Instruction, and Assessment	3 sem. cr.
2	MATH 6561 - Learning and Teaching Mathematics, Grades K-8	3 sem. cr.
	EDUC 6650 - Enhancing Learning through Linguistic and Cultural Diversity	3 sem. cr.
3	SCIE 6660 - The Nature of Science	3 sem. cr.
	EDUC 6733 - Action Research for Educators	3 sem. cr.
4	SCIE 6661 - Exploring the Physical World	3 sem. cr.
	SCIE 6664 - Looking into the Future of Science and Education	3 sem. cr.
5	MATH 6564 - Measurement, Data, and Geometric Thinking	3 sem. cr.
	MATH 6565 - Understanding Rational Numbers & Proportional Reasoning	3 sem. cr.

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

This is a 33-semester-credit specialization that serves classroom educators in the middle grades who are interested in meeting the developmental and educational needs of young adolescents (ages 10–14), usually organized in schools with at least a grade 7. The specialization curriculum is based on the standards for Middle Level Teacher Preparation approved by the Association for Middle Level Education (formerly National Middle School Education) and NCATE, as well as the National Board for Professional Teaching Standards.

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

- Research and best practices related to young adolescent development
- Organizational structures for high-success middle grades schools
- The middle grades curriculum continuum
- Pedagogy and assessment for student success
- Middle grades teaching content
- Connecting with families and community

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

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

### **Learning Outcomes**

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

1. Understand and analyze the major concepts, principles, theories, standards, and research related to their teaching field(s) and apply that knowledge in their practice.
2. Use content knowledge to make interdisciplinary connections.
3. Employs depth and breadth of technologies (e.g., computers, audio, and video presentations).
4. Use teaching and assessment strategies to advance student learning in their teaching fields.
5. Integrate state-of-the-art technologies and literacy skills in their teaching fields.
6. Understand and analyze the major concepts, principles, theories, and research related to effective middle level instruction and assessment and apply a variety of effective strategies to meet the varying abilities, interests, and learning styles of all young adolescents.
7. Understand and analyze the major concepts, principles, theories, and research related to their professional roles in middle level education and apply that knowledge in their practice.

### **Specialization Courses (27 sem. cr.)**

- EDUC 6000 - Success Strategies in the Online Environment
- EDUC 6510 - Young Adolescent Development and Implications in a Global Society♦
- EDUC 6520 - Organizational Structures for High-Performing Middle Grades Schools♦
- EDUC 6525 - Concepts of Technology♦
- EDUC 6530 - The Middle Grades Curriculum Continuum♦
- EDUC 6540 - Pedagogy and Exemplary Practices for Learning in the Middle Grades♦
- EDUC 6550 - Assessment and Evaluation as Tools for Student Success♦
- EDUC 6560 - Middle Level Professional Roles♦

- EDUC 6565 - Arts Education for the Middle Level Educator♦

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

Choose two:

- EDUC 6561 - Mathematics for Middle Level Teachers♦
- EDUC 6562 - Understanding and Teaching the Language Arts♦
- EDUC 6563 - Science for Middle Level Teachers♦
- EDUC 6564 - Understanding and Teaching the Social Studies♦

### Course Sequence

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

**\*Please Note:** Candidates admitted prior to September 2010 will follow a revised course sequence.

### Note on Licensure

*For initial licensure or adding endorsements (e.g., new teaching fields) to existing licenses, individuals are often required to complete a state-approved licensure program. Walden offers Minnesota state-approved licensure programs in special education, early childhood education, and P–12 principal licensure.*

*Additionally, not all of Walden’s programs include a practicum or cover the grade span of K–12, which are requirements for obtaining an endorsement in some states, especially in the area of reading.*

*The graduate degree program and coursework within the program in which you are enrolling is accepted by many states toward upgrading or renewing a license or obtaining a salary increase (depending on state or district policy).*

*Prospective students seeking licensure must research their state licensure requirements to determine (1) if they are required to complete a state-approved licensure program, and (2) if there are any other requirements that apply, especially requirements pertaining to programs provided by out-of-state (except Minnesota) or online institutions.*

*Walden enrollment advisors can provide guidance on licensure issues; 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 or endorsement. For additional guidance on licensure issues, please refer to [www.WaldenU.edu/educlicensure](http://www.WaldenU.edu/educlicensure).*

## **Professional Development (Grades P–12) Specialization**

Walden's M.S. in Education with a specialization in Professional Development (Grades P–12) helps prepare P–12 educators to be highly effective professional developers of teachers. Discover how to plan, design, and deliver professional development opportunities that support students' needs and improve the growth of teachers and their influence on students. Learn to assess the impact of changed practices on student achievement. Practice collaboration, facilitation, coaching, and mentoring skills.

Based on the National Board of Professional Teaching Standards (NBPTS) Core Propositions and the National Staff Development Council (NSDC) Standards, this specialization can prepare students to take an active role in the continuous improvement of teaching and learning.

### **Learning Outcomes**

1. Demonstrate current knowledge and skills with the understanding that educators are lifelong learners who continually add to their knowledge and skills.
2. Analyze educational issues in light of current research and best practice through Walden University's scholar-practitioner model.
3. Reflect on and analyze educational issues in light of current research to inform best practice in P–12 classrooms.
4. Demonstrate leadership to build a shared vision for effective teaching and learning that positively impacts all stakeholders within a given educational community.
5. Demonstrate collaborative skills that integrate multiple perspectives in order to create ongoing support for the learning environment.
6. Demonstrate skills to communicate effectively and appropriately in a variety of professional and interpersonal contexts.
7. Act in ways that honor multiple perspectives and affirm the dignity and respect of all individuals internal and external to the learning environment.
8. Demonstrate the skills and professional dispositions that advocate for social change to make a positive impact where the candidate works and lives.
9. Create educational opportunities that are adapted to diverse learners and remove barriers that inhibit learning.

10. Build meaningful relationships to improve student learning by effective planning, communication, use of assessment data, and high-caliber delivery of instruction.
11. Design and develop learning environments that integrate various technology tools and applications, connect technology usage to content areas, and embed technology into assessment strategies.

**Core Courses (9 sem. cr.)**

- EDUC 6610 - Teacher as Professional
- EDUC 6650 - Enhancing Learning Through Linguistic and Cultural Diversity♦
- EDUC 6733 - Action Research for Educators♦

**Specialization Courses (21 sem. cr.)**

- EDUC 6730 - Curriculum Design for Learning♦
- EDUC 6731 - Assessment for Student Learning♦
- EDUC 6732 - Differentiated Instruction♦
- EDUC 6740 - Qualities of Effective Professional Development♦
- EDUC 6741 - Designing Professional Development♦
- EDUC 6742 - Implementing Professional Development♦
- EDUC 6743 - Evaluating Professional Development♦

**Course Sequence**

<i>Semester</i>	<i>Course</i>	<i>Credits</i>
1	EDUC 6610 - Teacher as Professional	3 sem. cr.
	EDUC 6650 - Enhancing Learning Through Linguistic and Cultural Diversity	3 sem. cr.
2	EDUC 6730 - Curriculum Design for Learning	3 sem. cr.
	EDUC 6731 - Assessment for Student Learning	3 sem. cr.
3	EDUC 6732 - Differentiated Instruction	3 sem. cr.
	EDUC 6733 - Action Research for Educators	3 sem. cr.
4	EDUC 6740 - Qualities of Effective Professional Development	3 sem. cr.
	EDUC 6741 - Designing Professional Development	3 sem. cr.
5	EDUC 6743 - Evaluating Professional Development	3 sem. cr.
	EDUC 6742 - Implementing Professional Development	3 sem. cr.

**Note on Licensure**

*For initial licensure or adding endorsements (e.g., new teaching fields) to existing licenses, individuals are often required to complete a state-approved licensure program. Walden offers Minnesota state-approved licensure programs in special education, early childhood education, and P-12 principal licensure.*

*Additionally, not all of Walden's programs include a practicum or cover the grade span of K–12, which are requirements for obtaining an endorsement in some states, especially in the area of reading.*

*The graduate degree program and coursework within the program in which you are enrolling is accepted by many states toward upgrading or renewing a license or obtaining a salary increase (depending on state or district policy).*

*Prospective students seeking licensure must research their state licensure requirements to determine (1) if they are required to complete a state-approved licensure program, and (2) if there are any other requirements that apply, especially requirements pertaining to programs provided by out-of-state (except Minnesota) or online institutions.*

*Walden enrollment advisors can provide guidance on licensure issues; 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 or endorsement. For additional guidance on licensure issues, please refer to [www.WaldenU.edu/educlicensure](http://www.WaldenU.edu/educlicensure).*

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

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

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

### **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 chemistry, physics, and supporting fields.
3. Convey the major concepts, principles, theories, laws, and interrelationships of earth, space science, and supporting fields.

4. Create interdisciplinary perspectives and help students understand why science is important to them.
5. Interrelate and interpret important concepts, ideas, and applications in science and conduct scientific investigations.
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.

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

- EDUC 6610 - Teacher as Professional
- EDUC 6640 - Designing Curriculum, Instruction, and Assessment♦
- EDUC 6657 - Creating an Effective Classroom Learning Environment♦
- EDUC 6650 - Enhancing Learning Through Linguistic and Cultural Diversity♦
- EDUC 6733 - Action Research for Educators♦

### **Specialization Courses (15 sem. cr.)**

- SCIE 6662 - Investigating the Living World♦
- SCIE 6663 - Exploring the Earth and Beyond♦

### **Course Sequence**

<i>Semester</i>	<i>Course</i>	<i>Credits</i>
1	EDUC 6610 - Teacher As Professional	3 sem. cr.
	EDUC 6640 - Designing Curriculum, Instruction, and Assessment	3 sem. cr.
2	EDUC 6650 - Enhancing Learning through Linguistic and Cultural Diversity	3 sem. cr.
	SCIE 6660 - The Nature of Science	3 sem. cr.
3	SCIE 6661 - Exploring the Physical World	3 sem. cr.
	EDUC 6733 - Action Research for Educators	3 sem. cr.
4	SCIE 6662 - Investigating the Living World	3 sem. cr.
	SCIE 6663 - Exploring the Earth and Beyond	3 sem. cr.
5	EDUC 6657 - Creating an Effective Classroom	3 sem. cr.
	SCIE 6664 - Looking into the Future of Science and Education	3 sem. cr.

### **Note on Licensure**

*For initial licensure or adding endorsements (e.g., new teaching fields) to existing licenses, individuals are often required to complete a state-approved licensure program. Walden offers Minnesota state-approved licensure programs in special education, early childhood education, and P–12 principal licensure.*

*Additionally, not all of Walden's programs include a practicum or cover the grade span of K–12, which are requirements for obtaining an endorsement in some states, especially in the area of reading.*

*The graduate degree program and coursework within the program in which you are enrolling is accepted by many states toward upgrading or renewing a license or obtaining a salary increase (depending on state or district policy).*

*Prospective students seeking licensure must research their state licensure requirements to determine (1) if they are required to complete a state-approved licensure program, and (2) if there are any other requirements that apply, especially requirements pertaining to programs provided by out-of-state (except Minnesota) or online institutions.*

*Walden enrollment advisors can provide guidance on licensure issues; 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 or endorsement. For additional guidance on licensure issues, please refer to [www.WaldenU.edu/educlicensure](http://www.WaldenU.edu/educlicensure).*

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

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

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

### **Learning Outcomes**

At the end of this program, the educator professional:

1. Advocates for legal and ethical policy that supports high quality education for individuals with exceptional learning needs.
2. Provides leadership through effective communication and use of technology to promote practices and procedures that support and respect all individuals and result in positive, productive work environments.
3. Uses educational research to increase expertise, improve instructional and intervention techniques and materials, and foster an environment that supports instructional improvement.

4. Plans, presents, and evaluates professional development for self and others that focuses on supporting student access to learning through effective teaching strategies, curriculum standards, and assistive technology.
5. Collaborates with multiple stakeholders to improve instructional programs at the school and systems levels and develop procedures to improve management systems.
6. Creates supportive environments that safeguard the legal rights of students and their families.
7. Understands the significance of the role of collaboration and promote understanding, resolve conflicts, and build consensus among both internal and external stakeholders.

### **Core Courses (12 sem. cr.)**

- EDUC 6610 - Teacher as Professional
- EDUC 6640 - Designing Curriculum, Instruction, and Assessment♦
- EDUC 6650 - Enhancing Learning Through Linguistic and Cultural Diversity♦
- EDUC 6733 - Action Research for Educators♦

### **Specialization Courses (18 sem. cr.)**

- EDUC 6720 - The Special Educator as Instructional Leader♦
- EDUC 6721 - The Impact of Disabilities on Learning and Teaching♦
- EDUC 6722 - Strategic Collaboration in Special Education♦
- EDUC 6723 - Advanced Instructional Strategies in Special Education♦
- EDUC 6724 - Literacy Interventions in Special Education♦
- EDUC 6725 - Advanced Behavioral Interventions in Special Education♦

### **Course Sequence**

<b><i>Semester</i></b>	<b><i>Course</i></b>	<b><i>Credits</i></b>
1	EDUC 6610 - Teacher As Professional	3 sem. cr.
	EDUC 6640 - Designing Curriculum, Instruction, and Assessment	3 sem. cr.
2	EDUC 6650 - Enhancing Learning through Linguistic and Cultural Diversity	3 sem. cr.
	EDUC 6720 - The Special Educator as Instructional Leader	3 sem. cr.
3	EDUC 6721 - The Impact of Disabilities on Learning and Teaching	3 sem. cr.
	EDUC 6733 - Action Research for Educators	3 sem. cr.
4	EDUC 6722 - Strategic Collaboration in Special Education	3 sem. cr.
	EDUC 6723 - Advanced Instructional Strategies in Special Education	3 sem. cr.
5	EDUC 6724 - Literacy Interventions in Special Education	3 sem. cr.
	EDUC 6725 - Advanced Behavioral Intervention in Special Education	3 sem. cr.

## **Note on Licensure**

*For initial licensure or adding endorsements (e.g., new teaching fields) to existing licenses, individuals are often required to complete a state-approved licensure program. Walden offers Minnesota state-approved licensure programs in special education, early childhood education, and P–12 principal licensure.*

*Additionally, not all of Walden’s programs include a practicum or cover the grade span of K–12, which are requirements for obtaining an endorsement in some states, especially in the area of reading.*

*The graduate degree program and coursework within the program in which you are enrolling is accepted by many states toward upgrading or renewing a license or obtaining a salary increase (depending on state or district policy).*

*Prospective students seeking licensure must research their state licensure requirements to determine (1) if they are required to complete a state-approved licensure program, and (2) if there are any other requirements that apply, especially requirements pertaining to programs provided by out-of-state (except Minnesota) or online institutions.*

*Walden enrollment advisors can provide guidance on licensure issues; 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 or endorsement. For additional guidance on licensure issues, please refer to [www.WaldenU.edu/educlicensure](http://www.WaldenU.edu/educlicensure).*

## **Teacher Leadership (Grades K–12) Specialization**

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

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

### **Learning Outcomes**

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

1. Engage students in learning within and across the disciplines and help students understand how the subjects they study can be used to explore important issues in their lives and the world around them.
2. Collaborate with colleagues to improve schools and to advance knowledge and practice in their field.

3. Use a variety of approaches to help students build knowledge and strengthen understanding.
4. Identify skills gaps and preconceptions students may bring to the subject.
5. Use diverse instructional strategies to teach for understanding.
6. Collaborate with others to improve student learning.
7. Collaborate with other professionals on instructional policy, curriculum development, and staff development.

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

- EDUC 6610 - Teacher as Professional
- EDUC 6640 - Designing Curriculum, Instruction, and Assessment♦
- EDUC 6650 - Enhancing Learning Through Linguistic and Cultural Diversity♦
- EDUC 6733 - Action Research for Educators♦
- EDUC 6657 - Creating an Effective Classroom Learning Environment♦
- EDUC 6674 - Designing Curriculum, Instruction, and Assessment for Students With Special Needs♦

### **Specialization Courses (12 sem. cr.)**

- EDUC 6647 - Dynamic Teacher Leadership♦
- EDUC 6651 - Teacher Leadership in the Classroom: Increasing Learning and Achievement♦
- EDUC 6655 - Teacher Leadership: Mentoring, Coaching, and Collaboration With Colleagues♦
- EDUC 6659 - Teacher Leadership in Professional Learning Communities♦

### **Course Sequence**

<i>Semester</i>	<i>Course</i>	<i>Credits</i>
1	EDUC 6610 - Teacher as Professional	3 sem. cr.
	EDUC 6640 - Designing Curriculum, Instruction, and Assessment	3 sem. cr.
2	EDUC 6647 - Dynamic Teacher Leadership	3 sem. cr.
	EDUC 6650 - Enhancing Learning Through Linguistic and Cultural Diversity	3 sem. cr.
3	EDUC 6651 - Teacher Leadership in the Classroom: Increasing Learning and Achievement	3 sem. cr.
	EDUC 6733 - Action Research for Educators	3 sem. cr.
4	EDUC 6655 - Teacher Leadership: Mentoring, Coaching, and Collaboration With Colleagues	3 sem. cr.
	EDUC 6657 - Creating an Effective Classroom Learning Environment	3 sem. cr.
5	EDUC 6659 - Teacher Leadership in Professional Learning Communities	3 sem. cr.

	EDUC 6674 - Designing Curriculum, Instruction, and Assessment for Students With Special Needs	3 sem. cr.
--	---	------------

### **Note on Licensure**

*The only program offered by Walden that is state-approved as leading to any administrative/leadership license (e.g., assistant principal, principal, teacher leader, superintendent) is the Ed.S. in Educational Leadership and Administration, which has been approved in Minnesota for leading to licensure as a P–12 principal.*

*In addition, some of Walden’s programs in leadership can lead to principal licensure in Texas through a partnership with the Harris County Department of Education. For more information about the Texas Principal Certification Program, please contact Harris County at <http://www.hcde-texas.org/default.aspx?name=PrinCert>.*

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

*Walden enrollment advisors can provide guidance on licensure issues; 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 or endorsement. For additional guidance on licensure issues, please refer to [www.waldenu.edu/educlicensure](http://www.waldenu.edu/educlicensure).*

### **Teaching English-Language Learners (Grades K-12)**

This 30-semester-credit specialization is designed to help educators understand and support the unique needs of the rapidly growing population of English-language learners (ELLs) in K–12 classrooms. Informed by Teachers of English to Speakers of Other Languages (TESOL) standards, this specialization explores the most current research, models, and practical strategies for working effectively with students whose first language is not English. Teachers learn how to adapt their instruction and materials to provide equitable and differentiated learning experiences for ELLs in regular classroom settings. Methods focus on teaching English as a second language as well as teaching content to English-language learners. This specialization also addresses ways in which teachers can enhance collaboration between ELL families and school staff members and better provide assistance and resources to meet the needs of these students.

### **Learning Outcomes**

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

1. Demonstrate an understanding of language as a system through the application of concepts, theories, research, and practice to facilitate the acquisition of a primary and a new language.
2. Demonstrate the ability 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.

3. Demonstrate the ability to implement a variety of standard-based teaching strategies and techniques used to develop and integrate English listening, speaking, reading and writing in both ESOL and Content teaching.
4. Inform their instruction through the use of a variety of standards-based and performance-based language proficiency instruments.
5. Demonstrate the ability to use standards-based and performance-based language proficiency instruments to identify, place, and evaluate the language growth of ESOL students.
6. Demonstrate the ability to collaborate with all staff (including paraprofessionals) as a resource to improve learning for ESOL students.

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

- EDUC 6610 - Teacher as Professional
- EDUC 6640 - Designing Curriculum, Instruction, and Assessment♦
- EDUC 6647 - Dynamic Teacher Leadership♦
- EDUC 6657 - Creating an Effective Classroom Learning Environment♦
- EDUC 6732 - Differentiated Instruction♦
- EDUC 6733 - Action Research for Educators♦

### **Specialization Core (12 sem. cr.)**

- EDUC 6726 - Understanding the English Language Learner♦
- EDUC 6727 - Strategies for Teaching English as a Second Language♦
- EDUC 6728 - Strategies for Teaching Content to English Language Learners♦
- EDUC 6729 - Assessment and the English Language Learner♦

### **Course Sequence**

<i>Semester</i>	<i>Course</i>	<i>Credits</i>
1	EDUC 6610 - Teacher as Professional	3 sem. cr.
	EDUC 6640 - Designing, Curriculum, Instruction, and Assessment	3 sem. cr.
2	EDUC 6726 - Understanding the English-Language Learner	3 sem. cr.
	EDUC 6732 - Differentiated Instruction	3 sem. cr.
3	EDUC 6727 - Strategies for Teaching English as a Second Language	3 sem. cr.
	EDUC 6733 - Action Research for Educators	3 sem. cr.
4	EDUC 6728 - Strategies for Teaching Content to English-Language Learners	3 sem. cr.
	EDUC 6729 - Assessment and the English-Language Learner	3 sem. cr.
5	EDUC 6657 - Creating and Effective Classroom Learning Environment	3 sem. cr.

**Note on Licensure**

*For initial licensure or adding endorsements (e.g., new teaching fields) to existing licenses, individuals are often required to complete a state-approved licensure program. Walden offers Minnesota state-approved licensure programs in special education, early childhood education, and P–12 principal licensure.*

*Additionally, not all of Walden’s programs include a practicum or cover the grade span of K–12, which are requirements for obtaining an endorsement in some states, especially in the area of reading.*

*The graduate degree program and coursework within the program in which you are enrolling is accepted by many states toward upgrading or renewing a license or obtaining a salary increase (depending on state or district policy).*

*Prospective students seeking licensure must research their state licensure requirements to determine (1) if they are required to complete a state-approved licensure program, and (2) if there are any other requirements that apply, especially requirements pertaining to programs provided by out-of-state (except Minnesota) or online institutions.*

*Walden enrollment advisors can provide guidance on licensure issues; 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 or endorsement. For additional guidance on licensure issues, please refer to [www.WaldenU.edu/educlicensure](http://www.WaldenU.edu/educlicensure).*

**M.S. in Higher Education**

The M.S. in Higher Education is designed for individuals who want to make a positive impact on students and staff in four-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.

**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.

## **Specializations**

- General Program
- College Teaching and Learning
- Enrollment Management and Institutional Marketing
- Global Higher Education
- Leadership for Student Success
- Online and Distance Learning

## **Degree Requirements**

- 30 total semester credits
- Foundation course (3 sem. cr.)
- Core courses (12–27 sem. cr., depending on the specialization)
- Specialization courses (0–12 sem. cr., depending on the specialization)
- Capstone course (3 sem. cr.)
- Minimum 5 semesters enrollment

## **Curriculum**

### **Core Curriculum**

#### **Foundation Course (3 sem. cr.)**

- EDUC 6155 - Understanding Higher Education

#### **Shared Core Courses (12 sem. cr.)**

- EDUC 6156 - Understanding Students: Learning, Development, and Diversity♦
- EDUC 6157 - Understanding Institutions: Organizational Behavior and Culture♦
- EDUC 6158 - Using Research and Data to Drive Decision-Making♦
- EDUC 6263 - Best Practices for Student Success♦

#### **Capstone Course (3 sem. cr.)**

- EDUC 6960 - Capstone: Master's Project

## **Program Data**

Walden is committed to providing the information about your program. Please find detailed information for the [M.S. in Higher Education](#) program relating to the types of occupations this program may lead to, completion rate, program costs, and median loan debt of students who have graduated from this program.

## College Teaching and Learning Specialization

The specialization in College Teaching and Learning within the M.S. 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 Curriculum (12 sem. cr.)

- EDUC 6757 - Planning for Learning♦
- EDUC 6758 - Creating Engaging Learning Experiences♦
- EDUC 6759 - Assessing for Learning♦
- EDUC 6760 - Facilitating Learning Online♦

### Course Sequence

<i>Semester</i>	<i>Course</i>	<i>Credits</i>
1	EDUC 6155 - Understanding Higher Education	3 sem. cr.
	EDUC 6156 - Understanding Students: Learning, Development, and Diversity	3 sem. cr.
2	EDUC 6157 - Understanding Institutions: Organizational Behavior and Culture	3 sem. cr.
	EDUC 6158 - Using Research and Data to Drive Decision-Making	3 sem. cr.
3	EDUC 6263 - Best Practices for Student Success	3 sem. cr.

	EDUC 6757 - Planning for Learning	3 sem. cr.
4	EDUC 6758 - Creating Engaging Learning Experiences	3 sem. cr.
	EDUC 6759 - Assessing for Learning	3 sem. cr.
5	EDUC 6760 - Facilitating Learning Online	3 sem. cr.
	EDUC 6960 - Capstone: Master's Project	3 sem. cr.

### **Note on Licensure**

*For initial licensure or adding endorsements (e.g., new teaching fields) to existing licenses, individuals are often required to complete a state-approved licensure program. Walden offers Minnesota state-approved licensure programs in special education, early childhood education, and P–12 principal licensure.*

*Additionally, not all of Walden's programs include a practicum or cover the grade span of K–12, which are requirements for obtaining an endorsement in some states, especially in the area of reading.*

*The graduate degree program and coursework within the program in which you are enrolling is accepted by many states toward upgrading or renewing a license or obtaining a salary increase (depending on state or district policy).*

*Prospective students seeking licensure must research their state licensure requirements to determine (1) if they are required to complete a state-approved licensure program, and (2) if there are any other requirements that apply, especially requirements pertaining to programs provided by out-of-state (except Minnesota) or online institutions.*

*Walden enrollment advisors can provide guidance on licensure issues; 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 or endorsement. For additional guidance on licensure issues, please refer to [www.WaldenU.edu/educlicensure](http://www.WaldenU.edu/educlicensure).*

### **Enrollment Management and Institutional Marketing Specialization**

Recruitment and retention are increasingly everyone's business in higher education. The specialization in Enrollment Management and Institutional Marketing prepares professionals at all levels of higher education institutions to engage in an increasingly competitive market, to increase awareness of their programs and the institution, and to help students become engaged and stay committed to their educational goals. A wide range of opportunities in higher education exists for individuals with this specialization, including but not limited to positions in admissions and enrollment management. Current and future leaders of academic programs or divisions also benefit from an ability to recruit and retain students in their programs, plan strategically for program growth, and use current technologies to increase student awareness and engagement.

#### **Additional Core Courses (6 sem. cr.)**

- EDUC 6262 - Optimizing Quality and Productivity♦

- EDUC 6261 - Managing Resources for Organizational Success: Finance♦

### Specialization Curriculum (6 sem. cr.)

- EDUC 6755 - Principles of Marketing and Enrollment Management♦
- EDUC 6756 - Emerging Trends in Marketing, Recruitment, and Institutional Promotion♦

### Course Sequence

<i>Semester</i>	<i>Course</i>	<i>Credits</i>
1	EDUC 6155 - Understanding Higher Education	3 sem. cr.
	EDUC 6156 - Understanding Students: Learning, Development, and Diversity	3 sem. cr.
2	EDUC 6157 - Understanding Institutions: Organizational Behavior and Culture	3 sem. cr.
	EDUC 6158 - Using Research and Data to Drive Decision-Making	3 sem. cr.
3	EDUC 6263 - Best Practices for Student Success	3 sem. cr.
	EDUC 6757 - Planning for Learning	3 sem. cr.
4	EDUC 6758 - Creating Engaging Learning Experiences	3 sem. cr.
	EDUC 6759 - Assessing for Learning	3 sem. cr.
5	EDUC 6760 - Facilitating Learning Online	3 sem. cr.
	EDUC 6960 - Capstone: Master's Project	3 sem. cr.

### Note on Licensure

*For initial licensure or adding endorsements (e.g., new teaching fields) to existing licenses, individuals are often required to complete a state-approved licensure program. Walden offers Minnesota state-approved licensure programs in special education, early childhood education, and P–12 principal licensure.*

*Additionally, not all of Walden's programs include a practicum or cover the grade span of K–12, which are requirements for obtaining an endorsement in some states, especially in the area of reading.*

*The graduate degree program and coursework within the program in which you are enrolling is accepted by many states toward upgrading or renewing a license or obtaining a salary increase (depending on state or district policy).*

*Prospective students seeking licensure must research their state licensure requirements to determine (1) if they are required to complete a state-approved licensure program, and (2) if there are any other requirements that apply, especially requirements pertaining to programs provided by out-of-state (except Minnesota) or online institutions.*

*Walden enrollment advisors can provide guidance on licensure issues; 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 or endorsement. For additional guidance on licensure issues, please refer to [www.WaldenU.edu/educlicensure](http://www.WaldenU.edu/educlicensure).

## General Program in Higher Education

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.

### Additional Core Courses (12 sem. cr.)

- EDUC 6262 - Optimizing Quality and Productivity♦
- EDUC 6261 - Managing Resources for Organizational Success: Finance♦
- EDUC 6260 - Managing Resources for Organizational Success: Human Resources♦
- EDUC 6264 - Program Planning and Assessment♦

### Course Sequence

<i>Semester</i>	<i>Course</i>	<i>Credits</i>
1	EDUC 6155 - Understanding Higher Education	3 sem. cr.
	EDUC 6156 - Understanding Students: Learning, Development, and Diversity	3 sem. cr.
2	EDUC 6157 - Understanding Institutions: Organizational Behavior and Culture	3 sem. cr.
	EDUC 6158 - Using Research and Data to Drive Decision Making	3 sem. cr.
3	EDUC 6263 - Best Practices for Student Success	3 sem. cr.
	EDUC 6262 - Optimizing Quality and Productivity	3 sem. cr.
4	EDUC 6261 - Managing Resources for Organizational Success: Finance	3 sem. cr.
	EDUC 6260 - Managing Resources for Organizational Success: Human Resources	3 sem. cr.
5	EDUC 6264 - Program Planning and Assessment	3 sem. cr.
	EDUC 6960 - Capstone: Master's Project	3 sem. cr.

### Note on Licensure

For initial licensure or adding endorsements (e.g., new teaching fields) to existing licenses, individuals are often required to complete a state-approved licensure program. Walden offers Minnesota state-approved licensure programs in special education, early childhood education, and P-12 principal licensure.

*Additionally, not all of Walden’s programs include a practicum or cover the grade span of K–12, which are requirements for obtaining an endorsement in some states, especially in the area of reading.*

*The graduate degree program and coursework within the program in which you are enrolling is accepted by many states toward upgrading or renewing a license or obtaining a salary increase (depending on state or district policy).*

*Prospective students seeking licensure must research their state licensure requirements to determine (1) if they are required to complete a state-approved licensure program, and (2) if there are any other requirements that apply, especially requirements pertaining to programs provided by out-of-state (except Minnesota) or online institutions.*

*Walden enrollment advisors can provide guidance on licensure issues; 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 or endorsement. For additional guidance on licensure issues, please refer to [www.WaldenU.edu/educlicensure](http://www.WaldenU.edu/educlicensure).*

## **Global Higher Education Specialization**

The specialization in Global Higher Education within the M.S. 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.

### **Additional Core Courses (6 sem. cr.)**

- EDUC 6262 - Optimizing Quality and Productivity♦
- EDUC 6261 - Managing Resources for Organizational Success: Finance♦

### **Specialization Curriculum (6 sem. cr.)**

- EDUC 6761 - Globalization in Higher Education♦
- EDUC 6762 - Administering International Higher Education Programs♦

### **Course Sequence**

<b><i>Semester</i></b>	<b><i>Course</i></b>	<b><i>Credits</i></b>
1	EDUC 6155 - Understanding Higher Education	3 sem. cr.
	EDUC 6156 - Understanding Students: Learning, Development, and Diversity	3 sem. cr.
2	EDUC 6157 - Understanding Institutions: Organizational Behavior and Culture	3 sem. cr.
	EDUC 6158 - Using Research and Data to Drive Decision Making	3 sem. cr.

3	EDUC 6263 - Best Practices for Student Success	3 sem. cr.
	EDUC 6262 - Optimizing Quality and Productivity	3 sem. cr.
4	EDUC 6261 - Managing Resources for Organizational Success: Finance	3 sem. cr.
	EDUC 6761 - Globalization in Higher Education	3 sem. cr.
5	EDUC 6762 - Administering International Higher Education Programs	3 sem. cr.
	EDUC 6960 - Capstone: Master's Project	3 sem. cr.

### **Note on Licensure**

*For initial licensure or adding endorsements (e.g., new teaching fields) to existing licenses, individuals are often required to complete a state-approved licensure program. Walden offers Minnesota state-approved licensure programs in special education, early childhood education, and P–12 principal licensure.*

*Additionally, not all of Walden's programs include a practicum or cover the grade span of K–12, which are requirements for obtaining an endorsement in some states, especially in the area of reading.*

*The graduate degree program and coursework within the program in which you are enrolling is accepted by many states toward upgrading or renewing a license or obtaining a salary increase (depending on state or district policy).*

*Prospective students seeking licensure must research their state licensure requirements to determine (1) if they are required to complete a state-approved licensure program, and (2) if there are any other requirements that apply, especially requirements pertaining to programs provided by out-of-state (except Minnesota) or online institutions.*

*Walden enrollment advisors can provide guidance on licensure issues; 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 or endorsement. For additional guidance on licensure issues, please refer to [www.WaldenU.edu/educlicensure](http://www.WaldenU.edu/educlicensure).*

### **Leadership for Student Success Specialization**

The specialization in Leadership for Student Success within the M.S. in Higher Education is designed for current and future higher education professionals who want to focus more closely on the institutional factors that support student success. The two courses in this specialization build on the higher education core courses by bringing together current thinking and best practices on what institutions of higher education can do to improve the engagement, retention, and educational attainment of our increasingly diverse student populations.

### Additional Core Courses (6 sem. cr.)

- EDUC 6262 - Optimizing Quality and Productivity♦
- EDUC 6261 - Managing Resources for Organizational Success: Finance♦

### Specialization Curriculum (6 sem. cr.)

- EDUC 6751 - Creating Supportive Learning and Service Environments♦
- EDUC 6752 - Leading Change in Student Support Programs♦

### Course Sequence

<b>Semester</b>	<b>Course</b>	<b>Credits</b>
1	EDUC 6155 - Understanding Higher Education	3 cr.
	EDUC 6156 - Understanding Students: Learning, Development, and Diversity	3 cr.
2	EDUC 6157 - Understanding Institutions: Organizational Behavior and Culture	3 cr.
	EDUC 6158 - Using Research and Data to Drive Decision Making	3 cr.
3	EDUC 6263 - Best Practices for Student Success	3 cr.
	EDUC 6262 - Optimizing Quality and Productivity	3 cr.
4	EDUC 6261 - Managing Resources for Organizational Success: Finance	3 cr.
	EDUC 6751 - Creating Supportive Learning and Service Environments	3 cr.
5	EDUC 6752 - Leading Change in Student Support Programs	3 cr.
	EDUC 6960 - Capstone: Master's Project	3 cr.

### Note on Licensure

*The only program offered by Walden that is state-approved as leading to any administrative/leadership license (e.g., assistant principal, principal, teacher leader, superintendent) is the Ed.S. in Educational Leadership and Administration, which has been approved in Minnesota for leading to licensure as a P–12 principal.*

*In addition, some of Walden's programs in leadership can lead to principal licensure in Texas through a partnership with the Harris County Department of Education. For more information about the Texas Principal Certification Program, please contact Harris County at <http://www.hcde-texas.org/default.aspx?name=PrinCert>.*

*Prospective candidates from outside of Minnesota should review their state licensure requirements to ensure that completing a teacher or principal preparation program at Walden will meet eligibility requirements for similar licensure in their states. Walden enrollment advisors can provide guidance on licensure issues; 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 or endorsement. For additional guidance on licensure issues, please refer to [www.waldenu.edu/educlicensure](http://www.waldenu.edu/educlicensure).*

## **Online and Distance Learning Specialization**

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 M.S. in Higher Education graduates to ensure that programs incorporate the most current online technologies in ways that support student learning and institutional effectiveness.

### **Additional Core Courses (6 sem. cr.)**

- EDUC 6262 - Optimizing Quality and Productivity♦
- EDUC 6261 - Managing Resources for Organizational Success: Finance♦

### **Specialization Curriculum (6 sem. cr.)**

- EDUC 6753 - Planning and Program Development for Online and Distance Learning♦
- EDUC 6754 - Administration and Assessment in Online and Distance Learning♦

### **Course Sequence**

<i><b>Semester</b></i>	<i><b>Course</b></i>	<i><b>Credits</b></i>
1	EDUC 6155 - Understanding Higher Education	3 cr.
	EDUC 6156 - Understanding Students: Learning, Development, and Diversity	3 cr.
2	EDUC 6157 - Understanding Institutions: Organizational Behavior and Culture	3 cr.
	EDUC 6158 - Using Research and Data to Drive Decision-Making	3 cr.
3	EDUC 6263 - Best Practices for Student Success	3 cr.
	EDUC 6262 - Optimizing Quality and Productivity	3 cr.
4	EDUC 6261 - Managing Resources for Organizational Success: Finance	3 cr.
	EDUC 6753 - Planning and Program Development for Online and Distance Learning	3 cr.
5	EDUC 6754 - Administration and Assessment in Online and Distance Learning	3 cr.
	EDUC 6960 - Capstone: Master's Project	3 cr.

## **Note on Licensure**

*For initial licensure or adding endorsements (e.g., new teaching fields) to existing licenses, individuals are often required to complete a state-approved licensure program. Walden offers Minnesota state-approved licensure programs in special education, early childhood education, and P–12 principal licensure.*

*Additionally, not all of Walden’s programs include a practicum or cover the grade span of K–12, which are requirements for obtaining an endorsement in some states, especially in the area of reading.*

*The graduate degree program and coursework within the program in which you are enrolling is accepted by many states toward upgrading or renewing a license or obtaining a salary increase (depending on state or district policy).*

*Prospective students seeking licensure must research their state licensure requirements to determine (1) if they are required to complete a state-approved licensure program, and (2) if there are any other requirements that apply, especially requirements pertaining to programs provided by out-of-state (except Minnesota) or online institutions.*

*Walden enrollment advisors can provide guidance on licensure issues; 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 or endorsement. For additional guidance on licensure issues, please refer to [www.WaldenU.edu/educlicensure](http://www.WaldenU.edu/educlicensure).*

## **M.S. in Instructional Design and Technology**

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

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

### **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.

### **Specializations**

- General
- Online Learning
- Training and Performance Improvement

### **Degree Requirements**

#### **General**

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

#### **Online Learning Specialization; Training and Performance Improvement Specialization**

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

#### **Additional Technology Requirements**

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

- Windows XP/Vista or Mac OS X\*
- Adobe CS Design and Web Premium (Students must purchase from Walden Computer Store to take advantage of student discount.)

- Free, downloadable software programs that may be required in order to complete the course and program requirements

*\*Adobe CS Design and Web Premium will not run effectively with Windows 2000.*

## **Program Data**

Walden is committed to providing the information about your program. Please find detailed information for the [M.S. in Instructional Design and Technology](#) program relating to the types of occupations this program may lead to, completion rate, program costs, and median loan debt of students who have graduated from this program.

## **General Program in Instructional Design and Technology**

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

### **Core Courses (27 sem. cr.)**

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

### **Capstone Course (3 sem. cr.)**

- EIDT 6910 - Capstone: Practical Application of Instructional Design

### **Course Sequence**

<b><i>Semester</i></b>	<b><i>Course</i></b>	<b><i>Credits</i></b>
1	EDUC 6105 - Organizations, Innovation, and Change	3 sem. cr.
	EDUC 6115 - Learning Theories and Instruction	3 sem. cr.
2	EIDT 6100 - Instructional Design	3 sem. cr.
	EIDT 6110 - Advanced Instructional Design	3 sem. cr.
3	EIDT 6120 - Multimedia Design and Development	3 sem. cr.
	EDUC 6125 - Foundations of Research	3 sem. cr.

4	EDUC 6135 - Distance Learning	3 sem. cr.
	EDUC 6145 - Project Management in Education and Training	3 sem. cr.
5	EIDT 6130 - Program Evaluation	3 sem. cr.
	EIDT 6910 - Capstone: Practical Application of Instructional Design	3 sem. cr.

### **Online Learning Specialization**

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

In this specialization, students will

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

### **Core Courses (27 sem. cr.)**

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

### **Specialization Courses (6 sem. cr.)**

- EIDT 6510 - Online Instructional Strategies♦
- EIDT 6511 - Assessments in Online Environments♦

### **Capstone Course (3 sem. cr.)**

- EIDT 6910 - Capstone: Practical Application of Instructional Design

### **Course Sequence**

<i>Semester</i>	<i>Course</i>	<i>Credits</i>
1	EDUC 6105 - Organizations, Innovation, and Change	3 sem. cr.

	EDUC 6115 - Learning Theories and Instruction	3 sem. cr.
2	EIDT 6100 - Instructional Design	3 sem. cr.
	EIDT 6110 - Advanced Instructional Design	3 sem. cr.
3	EIDT 6120 - Multimedia Design and Development	3 sem. cr.
	EDUC 6125 - Foundations of Research	3 sem. cr.
4	EDUC 6135 - Distance Learning	3 sem. cr.
	EDUC 6145 - Project Management in Education and Training	3 sem. cr.
5	EIDT 6130 - Program Evaluation	3 sem. cr.
	EIDT 6510 - Online Instructional Strategies	3 sem. cr.
6	EIDT 6511 - Assessments in Online Environments	3 sem. cr.
	EIDT 6910 - Capstone: Practical Application of Instructional Design	3 sem. cr.

### **Training and Performance Improvement Specialization**

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

In this specialization, students

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

#### **Core Courses (27 sem. cr.)**

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

### Specialization Courses (6 sem. cr.)

- EIDT 6500 - Performance Improvement♦
- EIDT 6501 - Training and Development♦

### Capstone Course (3 sem. cr.)

- EIDT 6910 - Capstone: Practical Application of Instructional Design

### Course Sequence

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

## Post-Master's Certificate Programs

### Post-Master's Certificate in Adult Education

The Post-Master's Certificate in Adult Education is designed for educators who want to quickly acquire the knowledge and insight to promote adult learning and create effective learning environments. Coursework will cover a diverse range of contemporary trends and issues in teaching and learning as they relate to postsecondary and adult education settings—whether on-site, online, or a hybrid format. Using research-based principles, educators will design a unique learning experience for a specific population of adults and develop a learning facility using Walden University's online learning environment. Credits earned from this certificate program may be applied toward certain Walden degree programs.

### Certificate Requirements

- 24 total semester credit hours

## Curriculum

### Courses (24 sem. cr.)

- EDUC 7010 - Foundations: The Changing Context of Postsecondary and Adult Teaching and Learning♦
- EDUC 7011 - How Adults Learn: Theory and Research♦
- EDUC 7013 - Designing and Assessing Learning Experiences
- EDUC 7014 - Facilitating Adult Learning

### Course Sequence

<i>Semester</i>	<i>Course</i>	<i>Credits</i>
1	EDUC 7010 - Foundations: The Changing Context of Postsecondary and Adult Teaching and Learning	6 sem. cr.
	EDUC 7011 - How Adults Learn: Theory and Research	6 sem. cr.
2	EDUC 7013 - Designing and Assessing Learning Experiences	6 sem. cr.
	EDUC 7014 - Facilitating Adult Learning	6 sem. cr.

## Post-Master's Certificate in College Teaching and Learning

The Post-Master's Certificate in College Teaching and Learning enables education professionals to build their skills in postsecondary teaching and assessment and the use of relevant technologies. Coursework introduces research-based planning and instructional strategies in a variety of learning contexts, from the face-to-face classroom to the online environment. Through doctoral-level study, educators gain the skills to evaluate student performance, design goal-focused course plans and curricula, and collaborate with other stakeholders to promote individual and societal advancement. Graduates of this online program will also have the ability to design appropriate programs, instructional experiences, and learning activities to foster improved student learning.

### Certificate Requirements

- 24 total semester credit hours

## Curriculum

### Courses (24 sem. cr.)

- EDUC 7010 - Foundations: The Changing Context of Postsecondary and Adult Teaching and Learning♦
- EDUC 7011 - How Adults Learn: Theory and Research♦
- EDUC 7013 - Designing and Assessing Learning Experiences
- EDUC 7304 - Effective College Teaching: Engaging Diverse Learners

## Course Sequence

<i>Quarter</i>	<i>Course</i>	<i>Credits</i>
1	EDUC 7010 - Foundations: The Changing Context of Postsecondary and Adult Teaching and Learning	6 sem. cr.
	EDUC 7011 - How Adults Learn: Theory and Research	6 sem. cr.
2	EDUC 7013 - Designing and Assessing Learning Experiences	6 sem. cr.
	EDUC 7304 - Effective College Teaching: Engaging Diverse Learners	6 sem. cr.

## Education Specialist (Ed.S.) Acceleration Programs

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

Advanced Walden graduate students can accelerate the time to complete the Ed.S. in Administrator Leadership for Teaching and Learning degree. To help ensure student success, the following requirements have been established:

- The student must be in good standing with the university.
- The student must meet the minimum admissions requirements for the Education Specialist program.
- The student must earn a B (3.0) or better in each of the courses.

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

The following requirements have been established for Walden graduate students who are interested in entering Walden's Ed.S. in Administrator Leadership for Teaching and Learning program:

### **Ed.S. in Administrator Leadership for Teaching and Learning Courses**

- EDAD 7200 - Leadership for Today's Schools Students who successfully complete both EDAD 6805 - Facilitating Productive Working Relationships and School Culture to Enhance Student Learning (3 sem. cr.) and EDAD 6809 - Implementing Continuous School Improvement (3 sem. cr.) from the M.S. in Education with a specialization in Educational Leadership (Non-Licensure) (Grades K–12) program with a *B* or better may transfer out of this course. Students who successfully complete both EDUC 6647 - Dynamic Teacher Leadership (3 sem. cr.) and EDUC 6651 - Teacher Leadership in the Classroom: Increasing Learning and Achievement (3 sem. cr.) from the M.S. in Education with a specialization in Teacher Leadership program with a *B* or better may transfer out of this course.

### **Note on Licensure**

*The only program offered by Walden that is state-approved as leading to any administrative/leadership license (e.g., assistant principal, principal, teacher leader,*

superintendent) is the Ed.S. in Educational Leadership and Administration, which has been approved in Minnesota for leading to licensure as a P–12 principal.

In addition, some of Walden's programs in leadership can lead to principal licensure in Texas through a partnership with the Harris County Department of Education. For more information about the Texas Principal Certification Program, please contact Harris County at <http://www.hcde-texas.org/default.aspx?name=PrinCert>.

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

Walden enrollment advisors can provide guidance on licensure issues; 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 or endorsement. For additional guidance on licensure issues, please refer to [www.waldenu.edu/educlicensure](http://www.waldenu.edu/educlicensure).

## **Education Specialist (Ed.S.) in Curriculum, Instruction, and Professional Development Acceleration**

Advanced Walden graduate students can accelerate the time to complete the Ed.S. in Curriculum, Instruction, and Professional Development degree.

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

- The student must be in good standing with the university.
- The student must meet the minimum admissions requirements for the Education Specialist program.
- The student must earn a *B* (3.0) or better in each of the courses.

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

The following requirements have been established for Walden graduate students who are interested in entering Walden's Ed.S. in Curriculum, Instruction, and Professional Development program:

### **Ed.S. in Curriculum, Instruction, and Professional Development Courses**

- EDUC 7740 - Qualities of Effective Professional Development Students who successfully complete EDUC 6740 - Qualities of Effective Professional Development (3 sem. cr.) with a B or better may transfer out of this course.
- EDUC 7741 - Designing Professional Development Students who successfully complete EDUC 6741 - Designing Professional Development (3 sem. cr.) with a B or better may transfer out of this course.

- EDUC 7742 - Implementing Professional Development Students who successfully complete EDUC 6742 - Implementing Professional Development (3 sem. cr.) with a B or better may transfer out of this course.
- EDUC 7743 - Evaluating Professional Development Students who successfully complete EDUC 6743 - Evaluating Professional Development (3 sem. cr.) with a B or better may transfer out of this course.

### **Note on Licensure**

*The only program offered by Walden that is state-approved as leading to any administrative/leadership license (e.g., assistant principal, principal, teacher leader, superintendent) is the Ed.S. in Educational Leadership and Administration, which has been approved in Minnesota for leading to licensure as a P–12 principal.*

*In addition, some of Walden’s programs in leadership can lead to principal licensure in Texas through a partnership with the Harris County Department of Education. For more information about the Texas Principal Certification Program, please contact Harris County at <http://www.hcde-texas.org/default.aspx?name=PrinCert>.*

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

*Walden enrollment advisors can provide guidance on licensure issues; 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 or endorsement. For additional guidance on licensure issues, please refer to [www.waldenu.edu/educlicensure](http://www.waldenu.edu/educlicensure).*

## **Education Specialist (Ed.S.) in Educational Technology Acceleration**

Advanced Walden graduate students can accelerate the time to complete the Ed.S. in Educational Technology degree.

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

- The student must be in good standing with the university.
- The student must meet the minimum admissions requirements for the Education Specialist program.
- The student must earn a B (3.0) or better in each of the courses.

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

The following requirements have been established for Walden graduate students who are interested in entering Walden’s Ed.S. in Educational Technology program:

## **Ed.S. in Educational Technology Courses**

- EDUC 7104 - Designing Instruction for Distance Education Students who successfully complete EIDT 6110 - Advanced Instructional Design I (3 sem. cr.) with a B or better may transfer out of this course.
- EDUC 7105 - Learning Theory and Educational Technology Students who successfully complete EDUC 6115 - Learning Theories and Instruction (3 sem. cr.) or EDUC 6711 - Bridging Learning Theory, Instruction, and Technology (3 sem. cr.) with a B or better may transfer out of this course.
- EDUC 7106 - Technology Integration and Curriculum Students who successfully complete EDUC 6713 - Integrating Technology Across the Content Areas (3 sem. cr.) with a B or better may transfer out of this course.
- EDUC 7107 - Multimedia Technology to Facilitate Learning  
Students who successfully complete EDUC 6120 - Multimedia Design and Development (3 sem. cr.) with a B or better may transfer out of this course.
- EDUC 7109 - Diverse Learners and Technology Students who successfully complete EDUC 6714 - Reaching and Engaging All Learners Through Technology (3 sem. cr.) with a B or better may transfer out of this course.

### **Note on Licensure**

*For initial licensure or adding endorsements (e.g., new teaching fields) to existing licenses, individuals are often required to complete a state-approved licensure program. Walden offers Minnesota state-approved licensure programs in special education, early childhood education, and P–12 principal licensure.*

*Additionally, not all of Walden's programs include a practicum or cover the grade span of K–12, which are requirements for obtaining an endorsement in some states, especially in the area of reading.*

*The graduate degree program and coursework within the program in which you are enrolling is accepted by many states toward upgrading or renewing a license or obtaining a salary increase (depending on state or district policy).*

*Prospective students seeking licensure must research their state licensure requirements to determine (1) if they are required to complete a state-approved licensure program, and (2) if there are any other requirements that apply, especially requirements pertaining to programs provided by out-of-state (except Minnesota) or online institutions.*

*Walden enrollment advisors can provide guidance on licensure issues; 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 or endorsement. For additional guidance on licensure issues, please refer to [www.WaldenU.edu/educlicensure](http://www.WaldenU.edu/educlicensure).*

## Education Specialist (Ed.S.) in Special Education Acceleration

Advanced Walden graduate students can accelerate the time to complete the Ed.S. in Special Education degree.

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

- The student must be in good standing with the university.
- The student must meet the minimum admissions requirements for the Doctor of Education program.
- The student must earn a *B* (3.0) or better in each of the courses.

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

The following requirements have been established for Walden graduate students who are interested in entering Walden's Ed.S. in Special Education program:

### Requirements

- EDUC 7763 - Specialized Instruction Students who successfully complete the following courses in the M.S. in Education with a specialization in Special Education with a *B* or better may transfer out of this course:
- EDUC 6720 - The Special Educator as Instructional Leader♦
- EDUC 6721 - The Impact of Disabilities on Learning and Teaching♦
- EDUC 6722 - Strategic Collaboration in Special Education♦
- EDUC 6723 - Advanced Instructional Strategies in Special Education♦
- EDUC 6724 - Literacy Interventions in Special Education♦
- EDUC 6725 - Advanced Behavioral Interventions in Special Education♦

## Education Specialist (Ed.S.) in Teacher Leadership Acceleration

Advanced Walden graduate students can accelerate the time to complete the Ed.S. in Teacher Leadership degree.

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

- The student must be in good standing with the university.
- The student must meet the minimum admissions requirements for the Education Specialist program.
- The student must earn a *B* (3.0) or better in each of the courses.

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

The following requirements have been established for Walden graduate students who are interested in entering Walden's Ed.S. in Teacher Leadership program:

## **Ed.S. in Teacher Leadership Courses**

- EDAD 7200 - Leadership for Today's Schools Students who successfully complete both EDAD 6805 - Facilitating Productive Working Relationships and School Culture to Enhance Student Learning (3 sem. cr.) and EDAD 6809 - Implementing Continuous School Improvement (3 sem. cr.) from the M.S. in Education with a specialization in Educational Leadership (Non-Licensure) (Grades K–12) program with a *B* or better may transfer out of this course. Students who successfully complete both EDUC 6647 - Dynamic Teacher Leadership (3 sem. cr.) and EDUC 6651 - Teacher Leadership in the Classroom: Increasing Learning and Achievement (3 sem. cr.) from the M.S. in Education with a specialization in Teacher Leadership program with a *B* or better may transfer out of this course.

### **Note on Licensure**

*The only program offered by Walden that is state-approved as leading to any administrative/leadership license (e.g., assistant principal, principal, teacher leader, superintendent) is the Ed.S. in Educational Leadership and Administration, which has been approved in Minnesota for leading to licensure as a P–12 principal.*

*In addition, some of Walden's programs in leadership can lead to principal licensure in Texas through a partnership with the Harris County Department of Education. For more information about the Texas Principal Certification Program, please contact Harris County at <http://www.hcde-texas.org/default.aspx?name=PrinCert>.*

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

*Walden enrollment advisors can provide guidance on licensure issues; 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 or endorsement. For additional guidance on licensure issues, please refer to [www.waldenu.edu/educlicensure](http://www.waldenu.edu/educlicensure).*

## **Education Specialist (Ed.S.) Programs**

### **Education Specialist (Ed.S.) in Assessment, Evaluation, and Accountability**

This post-master's program provides the technical assessment tools to evaluate individual, program, and organizational performance. Educators learn the communication and leadership skills that are used to create a culture of continuous improvement in their organizations. The focus of the coursework is on organizational development theory, advanced statistical analysis methods, and processes for determining program impact and value. Through a project-based perspective, educators gain an understanding of core research theory, design, and methodology as well as strategies for effectively communicating complex information to stakeholders. A capstone course allows educators to apply their coursework directly to an assessment and

evaluation initiative in an organization of their choice. This program prepares educators with the knowledge they need to support data-driven decision making and improve performance in a broad range of instructional settings, including schools, corporations, government agencies, and nonprofit organizations.

### **Learning Outcomes**

At the end of this program, education professionals are able to:

1. Demonstrate the integration of organizational effectiveness concepts with trends in assessment, evaluation, and accountability.
2. Demonstrate practices that unite evaluation, assessment, and accountability in a socially responsible and ethical manner.
3. Demonstrate research competencies by being able to design, analyze, evaluate, and report data, using a variety of technology tools to do so.
4. Demonstrate the ability to plan for the creation, implementation, and evaluation of assessment systems for improving performance of individuals, programs, and institutions.
5. Demonstrate the ability to communicate in a way that is appropriate to the audience and purpose.
6. Create a plan for continuous improvement in a specific organization that addresses results of data analysis and includes building a culture that supports positive efforts for change.

### **Degree Requirements**

- 45 total quarter credits
- Foundation course (4 cr.)
- Concentration courses (24 cr.)
- Research courses (12 cr.)
- Capstone course (5 cr.)
- Minimum of 6 quarters' enrollment
- ePortfolio

### **Curriculum**

#### **Foundation Course (4 cr.)**

- EDUC 7006 - Foundations: Assessment, Evaluation, and Accountability

#### **Concentration Courses (24 cr.)**

- EDUC 7115 - Assessment and Accountability in Education
- EDUC 7117 - Educational Organizations and Contexts
- EDUC 7350 - A New Vision of Assessment, Evaluation, and Accountability
- EDUC 7352 - Assessing for Individual Growth
- EDUC 7353 - Evaluating and Improving Programs, Organizations, and Systems
- EDUC 7354 - Dynamics of Communication for Impact and Results

### **Research Courses (12 cr.)**

- RSCH 7100D - Research Theory, Design, and Methods
- RSCH 7200D - Quantitative Reasoning and Analysis
- RSCH 7250 - Advanced Quantitative Reasoning and Analysis

### **Capstone Course (5 cr.)**

- EDUC 7355 - Capstone: Building a Culture of Continuous Improvement

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

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

### **Learning Outcomes**

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

1. Demonstrate knowledge of the current literature and trends in education.
2. Demonstrate the reflective teaching and learning skills needed by a professional in the field of education.
3. Evaluate, synthesize, and interpret educational research. (consumer of research)
4. Identify and propose a solution to educational problem(s). (designing/developing research)
5. Demonstrate leadership through effective communication and use of technology.
6. Demonstrate leadership through effective communication about educational issues/topics to popular audiences in written work, speech, and through using technology.
7. Utilize effective communication skills in presenting academic research so as to elicit social change.
8. Show awareness of global interrelationships and affirm diversity in their own work about teaching and learning.
9. Be familiar with scholarship in the field of education that is sensitive to global interrelationships and affirms diversity.
10. Collaborate with a range of stakeholders in education and/or learning organizations in order to effect positive social change.
11. Demonstrate active commitment to social change.

### **Degree Requirements**

- 36 total semester credits

- Foundation course (6 sem. cr.)
- Core courses (24 sem. cr.)
- Capstone course (6 cr.)
- ePortfolio

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

## **Curriculum**

### **Foundations Course (6 sem. cr.)**

- EDAD 7002 - Foundations: Administrator Leadership for Teaching and Learning

### **Core Courses (24 sem. cr.)**

- EDAD 7200 - Leadership for Today's Schools
- EDAD 7201 - Applied Research in Education
- EDAD 7202 - Leading to Promote Learning
- EDAD 7203 - Leading Professional Learning Communities

### **Capstone Course (6 sem. cr.)**

- EDAD 7900 - School Leadership Capstone: Trends, Issues, and Global Perspectives

### **Course Sequence**

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

### **Note on Licensure**

*The only program offered by Walden that is state-approved as leading to any administrative/leadership license (e.g., assistant principal, principal, teacher leader, superintendent) is the Ed.S. in Educational Leadership and Administration, which has been approved in Minnesota for leading to licensure as a P-12 principal.*

*In addition, some of Walden's programs in leadership can lead to principal licensure in Texas through a partnership with the Harris County Department of Education. For more information*

about the Texas Principal Certification Program, please contact Harris County at <http://www.hcde-texas.org/default.aspx?name=PrinCert>.

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

*Walden enrollment advisors can provide guidance on licensure issues; 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 or endorsement. For additional guidance on licensure issues, please refer to [www.waldenu.edu/educlicensure](http://www.waldenu.edu/educlicensure).*

## **Program Data**

Walden is committed to providing the information about your program. Please find detailed information for the [Education Specialist \(Ed.S.\) in Administrator Leadership for Teaching and Learning](#) relating to the types of occupations this program may lead to, completion rate, program costs, and median loan debt of students who have graduated from this program.

## **Education Specialist (Ed.S.) in Adult Education**

The Education Specialist (Ed.S.) in Adult Education prepares current and aspiring adult education and training practitioners to develop and deliver effective adult instruction in a variety of settings. In this post-master's program, students explore adult education theory; methods for studying how adults learn; and best practices for designing, assessing, and facilitating adult learning experiences. In the final capstone course, students examine the impact of new technologies and globalization on adult learning trends and apply their coursework to a real-world challenge within their work environment.

## **Learning Outcomes**

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

1. Apply knowledge related to the current research-based literature and trends in adult learning.
2. Demonstrate the reflective teaching and learning skills needed by a professional in higher education and/or adult learning.
3. Exhibit the ability to provide leadership via effective communication and use of technology.
4. Articulate the impact of global interrelationships and affirm diversity in one's own work in adult learning.
5. Apply collaborative skills with a range of stakeholders in higher education and/or in adult learning organizations to effect positive social change.
6. Demonstrate the ability to impact social change in adult education.

## **Degree Requirements**

- 36 total semester credit hours
- Foundations course (6 sem. cr.)

- Applied Research (6 sem. cr.)
- Core courses (18 sem. cr.)
- Capstone (6 sem. cr.)
- ePortfolio
- Minimum of 6 semesters' enrollment

## **Core Curriculum**

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

- EDUC 7010 - Foundations: The Changing Context of Postsecondary and Adult Teaching and Learning♦

*EDUC 7010 may not be taken with any other course.*

### **Applied Research (6 sem. cr.)**

- EDUC 7012 - Applied Research in Education♦

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

- EDUC 7011 - How Adults Learn: Theory and Research♦
- EDUC 7103 - Leading and Managing Educational Technology
- EDUC 7014 - Facilitating Adult Learning

### **Capstone Course (6 sem. cr.)**

- EDUC 7015 - Adult Education Capstone: Trends, Issues, and Global Perspectives

### **Course Sequence**

<i>Semester</i>	<i>Course</i>	<i>Credits</i>
1	EDUC 7010 - Foundations: The Changing Context of Postsecondary and Adult Teaching and Learning*	6 sem. cr.
2	EDUC 7011 - How Adults Learn: Theory and Research	6 sem. cr.
3	EDUC 7012 - Applied Research in Education	6 sem. cr.
4	EDUC 7304 - Designing and Assessing Learning Experiences	6 sem. cr.
5	EDUC 7014 - Facilitating Adult Learning	6 sem. cr.
6	EDUC 7015 - Adult Education Capstone: Trends, Issues, Global Perspectives	6 sem. cr.

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

## **Program Data**

Walden is committed to providing the information about your program. Please find detailed information for the [Education Specialist \(Ed.S.\) in Adult Education](#) program relating to the types

of occupations this program may lead to, completion rate, program costs, and median loan debt of students who have graduated from this program.

## **Education Specialist (Ed.S.) in College Teaching and Learning**

The Ed.S. in College Teaching and Learning program emphasizes practical strategies and teaching techniques that can be applied to engage diverse students and improve student learning at the college level. Designed to complement the subject-matter qualifications needed to teach a particular academic discipline, the curriculum examines research-based teaching methods and principles that can be used in traditional, online, or hybrid learning settings. Educators learn how to assess and provide feedback on student performance, use appropriate technologies to facilitate learning, and develop effective learning environments that address the specialized needs of various adult student populations.

Find information on costs, occupation types, completion rates, and median loan debt for this program at [www.WaldenU.edu/programdata/edscollege](http://www.WaldenU.edu/programdata/edscollege).

*Note:* Walden's Ed.S. 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**

At the end of this program, graduates 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 educational contexts.
5. Articulate the process for development of a continuous improvement plan to impact educational practice through scholarly inquiry and reflection.
6. Collaborate within and across departments and institutions to promote individual and societal advancement in a global context.

### **Degree Requirements**

- 36 total semester credit hours
- Foundations course (6 sem. cr.)
- Applied Research (6 sem. cr.)
- Core courses (18 sem. cr.)
- Capstone (6 sem. cr.)

- ePortfolio
- Minimum of 6 semesters' enrollment

## **Core Curriculum**

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

- EDUC 7010 - Foundations: The Changing Context of Postsecondary and Adult Teaching and Learning♦

*\*EDUC 7010 may not be taken with any other course.*

### **Applied Research (6 sem. cr.)**

- EDUC 7012 - Applied Research in Education♦

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

- EDUC 7011 - How Adults Learn: Theory and Research♦
- EDUC 7103 - Leading and Managing Educational Technology
- EDUC 7304 - Effective College Teaching: Engaging Diverse Learners

### **Capstone Course (6 sem. cr.)**

- EDUC 7306 - Effective College Teaching: Using Technology to Support Learning

### **Course Sequence**

<i><b>Semester</b></i>	<i><b>Course</b></i>	<i><b>Credits</b></i>
1	EDUC 7010 - Foundations: The Changing Context of Postsecondary and Adult Teaching and Learning	6 sem. cr.
2	EDUC 7011 - How Adults Learn: Theory and Research	6 sem. cr.
3	EDUC 7012 - Applied Research in Education	6 sem. cr.
4	EDUC 7103 - Leading and Managing Educational Technology	6 sem. cr.
5	EDUC 7304 - Effective College Teaching: Engaging Diverse Learners	6 sem. cr.
6	EDUC 7306 - College Teaching Capstone: Using Technology to Support Learning	6 sem. cr.

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

## **Program Data**

Walden is committed to providing the information about your program. Please find detailed information for the [Education Specialist \(Ed.S.\) in College Teaching and Learning](#) program relating to the types of occupations this program may lead to, completion rate, program costs, and median loan debt of students who have graduated from this program.

## **Education Specialist (Ed.S.) in Curriculum, Instruction, and Professional Development**

The Education Specialist (Ed.S.) in Curriculum, Instruction, and Professional Development program prepares K–12 educators to be effective instructional leaders within their school or district. To help all students succeed at the highest levels of achievement, educators throughout the system must have the knowledge, skills, and dispositions to enhance their own practices and make positive changes in teaching and learning. This program provides powerful learning opportunities for participants who want to lead systemic initiatives related to planning, designing, and implementing rigorous curriculum, instruction, and assessment plans. The program focuses on how to bring about teaching and learning reform through job-embedded professional development that focuses on content and aligns to standards and student needs.

### ***Degree Requirements***

- 33 total semester credits
- Foundation course (3 sem. cr.)
- Core courses (27 sem. cr.)
- Capstone course (3 sem. cr.)
- Minimum of 6 semesters' enrollment
- ePortfolio

### ***Learning Outcomes***

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

1. Organize adults into learning communities whose goals are aligned with those of the school and district.
2. Become skillful school and district leaders who guide continuous instructional improvement.
3. Require resources to support adult learning and collaboration.
4. Use disaggregated student data to determine adult learning priorities, monitor progress, and help sustain continuous improvement.
5. Use multiple sources of information to guide improvement and demonstrate its impact.
6. Prepare educators to apply research to decision making.
7. Use learning strategies appropriate to the intended goal.
8. Apply knowledge about human learning and change.
9. Provide educators with the knowledge and skills to collaborate.
10. Prepare educators to understand and appreciate all students; create safe, orderly, and supportive learning environments; and hold high expectations for their academic achievement.
11. Deepen educators' content knowledge, provide them with research-based instructional strategies to assist students in meeting rigorous academic standards, and prepare them to use various types of classroom assessments appropriately.

12. Provide educators with knowledge and skills to involve families and other stakeholders appropriately.

## **Core Curriculum**

### **Foundation Course (3 sem. cr.)**

- EDUC 7005 - Foundations: Ed.S. in Curriculum, Instruction, and Professional Development

### **Core Courses (27 sem. cr.)**

- EDUC 7220 - Leading Effective Curriculum Design
- EDUC 7221 - Leading Research-Based Instructional Practices
- EDUC 7223 - Using Assessment and Data for School Improvement
- EDUC 7740 - Qualities of Effective Professional Development
- EDUC 7741 - Designing Professional Development
- EDUC 7742 - Implementing Professional Development
- EDUC 7743 - Evaluating Professional Development
- EDUC 7745 - Applied Research in Education, Part I
- EDUC 7746 - Applied Research in Education, Part II

### **Capstone Course (3 sem. cr.)**

- EDUC 7905 - Capstone: Ed.S. in Curriculum, Instruction, and Professional Development

### **Course Sequence**

<b><i>Semester</i></b>	<b><i>Course</i></b>	<b><i>Credits</i></b>
1	EDUC 7005 - Foundations: Ed.S. in Curriculum, Instruction, and Professional Development	3 sem. cr.
	EDUC 7220 - Leading Effective Curriculum Design	3 sem. cr.
2	EDUC 7221 - Leading Research-Based Instructional Practices	3 sem. cr.
	EDUC 7223 - Using Assessment and Data for School Improvement	3 sem. cr.
3	EDUC 7740 - Qualities of Effective Professional Development	3 sem. cr.
	EDUC 7741 - Designing Professional Development	3 sem. cr.
4	EDUC 7743 - Evaluating Professional Development	3 sem. cr.
	EDUC 7742 - Implementing Professional Development	3 sem. cr.
5	EDUC 7745 - Applied Research in Education, Part I	3 sem. cr.
	EDUC 7746 - Applied Research in Education, Part II	3 sem. cr.
6	EDUC 7905 - Capstone: Ed.S. in Curriculum, Instruction, and Professional Development	3 sem. cr.

## **Note on Licensure**

*For initial licensure or adding endorsements (e.g., new teaching fields) to existing licenses, individuals are often required to complete a state-approved licensure program. Walden offers Minnesota state-approved licensure programs in special education, early childhood education, and P–12 principal licensure.*

*Additionally, not all of Walden’s programs include a practicum or cover the grade span of K–12, which are requirements for obtaining an endorsement in some states, especially in the area of reading.*

*The graduate degree program and coursework within the program in which you are enrolling is accepted by many states toward upgrading or renewing a license or obtaining a salary increase (depending on state or district policy).*

*Prospective students seeking licensure must research their state licensure requirements to determine (1) if they are required to complete a state-approved licensure program, and (2) if there are any other requirements that apply, especially requirements pertaining to programs provided by out-of-state (except Minnesota) or online institutions.*

*Walden enrollment advisors can provide guidance on licensure issues; 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 or endorsement. For additional guidance on licensure issues, please refer to [www.WaldenU.edu/educlicensure](http://www.WaldenU.edu/educlicensure).*

## **Program Data**

Walden is committed to providing the information about your program. Please find detailed information for the [Education Specialist \(Ed.S.\) in Curriculum, Instruction, and Professional Development](#) relating to the types of occupations this program may lead to, completion rate, program costs, and median loan debt of students who have graduated from this program.

## **Education Specialist (Ed.S.) in Early Childhood**

The Education Specialist (Ed.S.) in Early Childhood prepares professionals for leadership and advocacy roles in a variety of early childhood settings and positions at the local, regional, state, or federal level. In this post-master’s program, students explore child development and learning theory; familial, cultural, and societal influences on early childhood; and quantitative and qualitative research methods for studying human development. Providing a broad perspective on the complex, interdisciplinary landscape of the early childhood field, coursework examines national and international perspectives on child development; the interaction of disciplines such as medicine, psychology, and public health in the field; and the impact of public policy and funding on systems and services. A final capstone course encourages students to examine the characteristics of effective leadership in the field and apply their knowledge to create positive change in a specific early childhood setting.

## **Learning Outcomes**

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

1. Document the use of research-based knowledge and skills in the areas of child development and/or teaching and learning to evaluate current practices and programs.
2. Assess the role of sociocultural contexts, diversity, and human relationships in influencing the development of young children.
3. Develop graduate-level scholarly skills (use of resources, scholarly writing, and critical thinking).
4. Apply self-reflection to evaluate and ensure professional growth as advocates and leaders who promote positive social change in the field of early childhood.
5. Evaluate existing systems of early care, education, and work to improve outcomes for young children and their families.
6. Demonstrate abilities as skillful leaders, managers of change, relationship-builders, and collaborators with family members, colleagues, and agencies related to the field of early childhood to promote positive short- and long-term outcomes for young children and families and positive social change.
7. Demonstrate leading positive social change through the process of producing a capstone project.

## **Degree Requirements**

- 36 total semester credit hours
- Foundations course (6 sem. cr.)
- Applied Research (6 sem. cr.)
- Core courses (18 sem. cr.)
- Capstone (6 sem. cr.)
- ePortfolio
- Minimum 6 semesters of enrollment

## **Core Curriculum**

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

- EDUC 7850 - Foundations in Early Childhood: Developing a Shared Vision \*

*\*EDUC 7850 may not be taken with any other course.*

### **Applied Research (6 sem. cr.)**

- EDUC 7852 - Applied Research in Education

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

- EDUC 7851 - Global Perspectives on Development and Learning
- EDUC 7853 - Influences of Family, Culture, and Society in Early Childhood
- EDUC 7854 - Dynamics of Early Childhood Policies and Systems

### **Capstone Course (6 sem. cr.)**

- EDUC 7856 - Capstone: Advocacy and Leadership for Positive Social Change

## Course Sequence

<i>Semester</i>	<i>Course</i>	<i>Credits</i>
1	EDUC 7850 - Foundations in Early Childhood: Developing a Shared Vision*	6 sem. cr.
2	EDUC 7851 - Global Perspectives on Development and Learning	6 sem. cr.
3	EDUC 7852 - Applied Research in Education	6 sem. cr.
4	EDUC 7853 - Influences of Family, Culture, and Society in Early Childhood	6 sem. cr.
5	EDUC 7854 - Dynamics of Early Childhood Policies and Systems	6 sem. cr.
6	EDUC 7856 - Capstone: Advocacy and Leadership for Positive Social Change	6 sem. cr.

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

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

Walden University's Education Specialist (Ed.S.) 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. With curriculum aligned to key professional organizations such as the Interstate School Leaders Licensure Consortium, the National Policy Board for Educational Administration, and the Minnesota Board of School Administrators, principal candidates can expect a learning experience that is based on established standards by respected organizations.

This program will prepare principal candidates to become exemplary, well-informed school leaders who can manage complex educational issues, evaluate and improve instructional programs, develop diverse school personnel, and create a shared strategic vision, as well as encourage and inspire students, staff, families, and the community to provide a safe and secure learning environment. This unique, scholar-practitioner program is grounded in research and provides authentic school leadership experiences that will lead to the successful development of principal candidates.

### Learning Outcomes

At the end of this program, graduates are able 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 credit hours
- Foundation course (3 sem. credits)
- Core courses (27 sem. credits)
- Field Experience\* courses (6 sem. credits)
- Two 3-day residencies
- ePortfolio

\* **Note:** In addition to Walden's general technical requirements, access to a scanner is required so that candidates can electronically submit signed documents verifying their field experience hours.

### **Curriculum**

#### **Foundation Course (3 cr.)**

- EDUC 7002 - Foundations: Educational Leadership and Administration

#### **Core Courses (27 sem. cr.)**

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

#### **Field Experience (6 sem. cr.)**

- EDUC 7801 - Field Experience
- EDUC 7802 - Field Experience
- EDUC 7803 - Field Experience
- EDUC 7804 - Field Experience
- EDUC 7805 - Field Experience
- EDUC 7806 - Field Experience

## Course Sequence

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

## Handbook

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 myWalden university portal. Candidates enrolled in the principal preparation program should refer to the *Candidate Handbook* for complete information on the program and other university policies and procedures related to the program's specializations. Candidates should refer to the *Field Experience Handbook* for detailed information regarding the field experience requirements in the program.

## Program Data

Walden is committed to providing the information about your program. Please find detailed information for the [Education Specialist \(Ed.S.\) in Educational Leadership and Administration \(Principal Preparation\) Program](#) relating to the types of occupations this program may lead to,

completion rate, program costs, and median loan debt of students who have graduated from this program.

### **Note on Licensure**

*The only programs offered by Walden University that are state-approved as leading to any administrative/ leadership license (e.g., assistant principal, principal, teacher leader, superintendent) is the Ed.S. in Educational Leadership and Administration, which is approved in Minnesota and Ohio, and the M.S. in Education, Educational Leadership and Administration, which is approved in Ohio. Upon successful completion of this program, Walden can recommend candidates for principal licensure to those respective states. The Minnesota and Ohio departments of education are solely responsible for reviewing applications and issuing licenses, and candidates are responsible for completing any other state requirements beyond completion of Walden's state-approved program.*

*Individuals interested in principal licensure in states other than Minnesota and Ohio may qualify for the license by virtue of completing a state-approved 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.*

*Walden enrollment advisors can provide guidance on licensure issues; 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 or endorsement.*

*Prospective Alabama students: Contact the Teacher Education and Certification Division of the Alabama State Department of Education at 1-334-242-9935 or <http://www.alsde.edu> to verify that these programs qualify for teacher certification, endorsement, and/or salary benefits.*

*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](mailto:prof.educ@k12.wa.us) to determine whether Walden University'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.*

### **Education Specialist (Ed.S.) in Educational Technology**

The Education Specialist (Ed.S.) in Educational Technology is for professionals who are leaders in planning, evaluating, and administering technological practices and tools in their schools and communities in a productive manner. The program prepares its graduates for careers as research-based, innovative practitioners who apply their research skills primarily to improve the educational experience of students and faculty by effectively using technology. Degree candidates will develop an expertise in educational technology that will enable them to combine theory and practice to become more effective and knowledgeable teachers and technology leaders for problem-solving and collaboration in education systems and in the workplace.

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

## **Learning Outcomes**

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

1. Use technology to design, develop, and assess the teaching and learning process based on sound theory and research.
2. Design and conduct an ethical research study based on a current problem facing educational technology.
3. Critically analyze and assess the impact of social trends on educational technology and the influence of educational technology on social trends with solid research support.
4. Demonstrate persuasive leadership for social change in the workplace using digital technologies with effective written and oral communication.
5. Use digital and written communications using the standards of academic practice, including accurate APA references and citations and a concise, succinct, grammatically accurate, and persuasive writing style.
6. Use emerging technologies for diverse, global connections in the workplace.
7. Participate in collaborative projects/research relevant to educational technology to effect positive social change related to the use of technology in the workplace (business, industry, or education).

## **Degree Requirements**

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

## **Curriculum**

### **Foundation Course (2 cr.)**

- EDUC 7001 - Foundations: Ed.S. in Educational Technology

### **Technology Courses (40 cr.)**

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

### Capstone Course (4 cr.)

- EDUC 7900 - Capstone

### Course Sequence

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

### Note on Licensure

*For initial licensure or adding endorsements (e.g., new teaching fields) to existing licenses, individuals are often required to complete a state-approved licensure program. Walden offers Minnesota state-approved licensure programs in special education, early childhood education, and P–12 principal licensure.*

*Additionally, not all of Walden’s programs include a practicum or cover the grade span of K–12, which are requirements for obtaining an endorsement in some states, especially in the area of reading.*

*The graduate degree program and coursework within the program in which you are enrolling is accepted by many states toward upgrading or renewing a license or obtaining a salary increase (depending on state or district policy).*

*Prospective students seeking licensure must research their state licensure requirements to determine (1) if they are required to complete a state-approved licensure program, and (2) if there are any other requirements that apply, especially requirements pertaining to programs provided by out-of-state (except Minnesota) or online institutions.*

*Walden enrollment advisors can provide guidance on licensure issues; 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 or endorsement. For additional guidance on licensure issues, please refer to [www.WaldenU.edu/educlicensure](http://www.WaldenU.edu/educlicensure).*

## **Program Data**

Walden is committed to providing the information about your program. Please find detailed information for the [Education Specialist \(Ed.S.\) in Educational Technology](#) relating to the types of occupations this program may lead to, completion rate, program costs, and median loan debt of students who have graduated from this program.

## **Education Specialist (Ed.S.) in Leadership for Social Change in Education**

The Education Specialist (Ed.S.) in Leadership for Social Change in Education focuses on applying effective leadership strategies, education theories, and principles of social responsibility to create meaningful, sustainable change in diverse community settings. The curriculum builds the knowledge and skills educators need to lead positive change efforts that respond to the needs of students and society. Coursework covers how educators can use social change practices to become agents of change and help academic entities grow more responsive and responsible in addressing contemporary challenges in education. This program culminates with a capstone course that integrates coursework concepts and principles to address a real-world social issue in a local academic environment.

## **Learning Outcomes**

At the end of this program, graduates of the Ed.S. in Leadership for Social Change in Education have the knowledge, skills, and dispositions to:

1. Articulate an understanding of the difference between relevant and irrelevant research and their impact on positive social change.
2. Analyze an educational need related to social change from the perspective of diverse stakeholders in a specific educational context.
3. Design a project grounded in theory and current research that addresses an educational need in a specific educational context.
4. Organize a project that requires collaboration with multiple education stakeholders that addresses a social change issue in a specific education context.
5. Appropriately utilize technology tools, oral presentation, and written formats to communicate with multiple audiences.
6. Develop a plan based on relevant social change theory, concepts, and principles for improvement of the human and social conditions in a specific educational context.

## **Degree Requirements**

- 48 total quarter credits
- Foundation course (4 cr.)
- Concentration courses (34 cr.)
- Research courses (4 cr.)
- Capstone course (6 cr.)

- Minimum of 6 quarters' enrollment
- ePortfolio

## **Curriculum**

### **Foundation Course (4 cr.)**

- EDUC 7307 - Development of the Scholar-Practitioner

### **Concentration Courses (34 cr.)**

- EDUC 7308 - Principles of Social Change
- EDUC 7309 - Social Change in Education
- EDUC 7310 - Leadership in a Global Society
- EDUC 7311 - Educational Organizations and Contexts
- EDUC 7312 - Innovation and Change in Education
- PPPA 7201 - Strategic Planning: Collaboration, Cooperation, and Coordination
- PPPA 7202 - Ethics and Social Justice
- EDUC 7108 - Emerging and Future Technology

### **Research Course (4 cr.)**

- RSCH 7100D - Research Theory, Design, and Methods

### **Capstone Course (6 cr.)**

- EDUC 7314 - Capstone: Leadership for Social Change in Education

## **Program Data**

Walden is committed to providing the information about your program. Please find detailed information for the Education Specialist (Ed.S.) in Leadership for Social Change in Education program relating to the types of occupations this program may lead to, completion rate, program costs, and median loan debt of students who have graduated from this program.

## **Education Specialist (Ed.S.) in Reading and Literacy Leadership (Non-Licensure)**

The Ed.S. in Reading and Literacy Leadership program prepares educators to lead effective reading and literacy programs for learners of all ages. Courses examine the influence of technology, culture, Common Core standards, and sociopolitical issues on 21st-century literacy; literacy's developmental nature and cultural contexts; and curriculum and instructional approaches for facilitating literacy across various settings and age groups. Educators learn to use assessment tools, data, and quantitative and qualitative research methods to improve individual proficiencies and program effectiveness. Educators explore resource management, decision-making, and mentoring skills required to lead programs and fellow professionals. Educators learn how to build staff's capacity to infuse literacy across content areas.

## **Learning Outcomes**

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

1. Examine the components of literacy in the 21st century including influences from the sociopolitical landscape, social media, technological innovations, and influences from Common Core standards.
2. Develop graduate-level scholarly skills (use of resources, scholarly writing, and critical thinking).
3. Demonstrate the ability to develop a plan to gain stakeholder support for improvement of literacy programming at the systematic level drawing on professional standards as well as leadership and change theories.
4. Critically evaluate existing research studies in the area of reading and literacy.
5. Examine the challenges diverse learners face and the systems that enable these learners to achieve literacy success.
6. Describe various literacy assessments used at national, state, and local levels including their value and how to use that information in literacy program decision making.
7. Recommend a literacy environment that enhances student learning and supports professional development for teachers.
8. Integrate concepts of positive social change in leadership, assessment, professional development, literacy curriculum, and literacy instruction activities.

## **Degree Requirements**

- 36 total semester credit hours
- Foundations course (6 sem. cr.)
- Applied Research (6 sem. cr.)
- Core courses (18 sem. cr.)
- Capstone (6 sem. cr.)
- ePortfolio
- Minimum 6 semesters' enrollment

## **Core Curriculum**

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

- EDUC 7541 - Foundations in Reading and Literacy Leadership  
*Note:* EDUC 7541 may not be taken with any other course.

### **Applied Research (6 sem. cr.)**

- EDUC 7543 - Applied Research in Education

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

- EDUC 7542 - Literacy Leadership for Today's Schools
- EDUC 7544 - Learners and the Changing Literacy Landscape
- EDUC 7545 - Assessment and Data Analysis to Support Systemic Literacy Programs

### Capstone Course (6 sem. cr.)

- EDUC 7547 - Capstone: Program Development and Professional Development

### Course Sequence

<i>Semester</i>	<i>Course</i>	<i>Credits</i>
1	EDUC 7541 - Foundations in Reading and Literacy Leadership*	6 sem. cr.
2	EDUC 7542 - Literacy Leadership for Today's Schools	6 sem. cr.
3	EDUC 7543 - Applied Research in Education	6 sem. cr.
4	EDUC 7544 - Learners and the Changing Literacy Landscape	6 sem. cr.
5	EDUC 7545 - Assessment and Data Analysis to Support Systemic Literacy Programs	6 sem. cr.
6	EDUC 7547 - Capstone: Program Development and Professional Development	6 sem. cr.

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

### Program Data

Walden is committed to providing the information about your program. Please find detailed information for the [Education Specialist \(Ed.S.\) in Reading and Literacy Leadership](#) program relating to the types of occupations this program may lead to, completion rate, program costs, and median loan debt of students who have graduated from this program.

### Education Specialist (Ed.S.) in Special Education

The Education Specialist (Ed.S.) in Special Education program emphasizes practitioner-based research methodology to prepare educators to evaluate and improve programs and instruction. Aligned with the Council for Exceptional Children's Advanced Role Content Standards, this program's curriculum focuses on the planning and implementation of programs and interventions to benefit special education students and assist special education teachers in meeting the goals of individual education plans. The courses address policy concerns, advocacy for special needs students, inclusive practices, school-wide interventions, and working with families for positive outcomes.

### Learning Outcomes

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

1. Demonstrate mastery of key concepts through scholarly writing and project completion, for legal and ethical policy that supports high quality education for individuals with exceptional learning needs.
2. Demonstrate mastery of key concepts through scholarly writing and project completion, to serve in a leadership capacity by creating procedures that respect all individuals and positive and productive work environments.

3. Demonstrate mastery of key concepts through scholarly writing and project completion, for the use of evidence-based practices for instructional programs at the school and system levels.
4. Demonstrate mastery of key concepts, through scholarly writing and project completion, and the use of educational research to improve instructional and intervention techniques and materials.
5. Design and implement methods to evaluate the effectiveness of instructional practices and program goals for student learning of the general education curriculum and individualized IEP goals.
6. Demonstrate mastery of key concepts, through scholarly writing and project completion, of the legal rights of students, families, and personnel.
7. Plan, present, and evaluate professional development that focuses on effective practice, including expertise to support student access to learning through effective teaching strategies, curriculum standards, and assistive technology.
8. Demonstrate mastery of key concepts through scholarly writing and project completion, the importance of collaboration in special education, and the integration of services for individuals with exceptionalities.

### **Degree Requirements**

- 42 total semester credits
- Foundation course (6 sem. cr.)
- Core courses (30 sem. cr.)
- Capstone course (6 sem. cr.)
- Minimum enrollment of 6 semesters
- ePortfolio

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

- EDUC 7760 - Foundations: Special Education

#### **Core Courses (30 sem. cr.)**

- EDUC 7761 - Leadership, Advocacy, Policy, and Law
- EDUC 7762 - Applied Research in Education
- EDUC 7763 - Specialized Instruction
- EDUC 7764 - Research Methodology and Special Education
- EDUC 7765 - School-Wide Intervention Models

#### **Capstone Course (6 sem. cr.)**

- EDUC 7766 - Sustaining and Supporting Effective Practices in Special Education (Capstone)

#### **Course Sequence**

<b><i>Semester</i></b>	<b><i>Course</i></b>	<b><i>Credits</i></b>
1	EDUC 7760 - Foundations: Special Education	6 sem. cr.
2	EDUC 7761 - Leadership, Advocacy, Policy, and Law	6 sem. cr.

3	EDUC 7762 - Applied Research in Education	6 sem. cr.
4	EDUC 7763 - Specialized Instruction	6 sem. cr.
5	EDUC 7764 - Research Methodology and Special Education	6 sem. cr.
6	EDUC 7765 - School-Wide Intervention Models	6 sem. cr.
7	EDUC 7766 - Sustaining and Supporting Effective Practices in Special Education (Capstone)	6 sem. cr.

### **Program Data**

Walden is committed to providing the information about your program. Please find detailed information for the [Education Specialist \(Ed.S.\) in Special Education](#) relating to the types of occupations this program may lead to, completion rate, program costs, and median loan debt of students who have graduated from this program.

### **Education Specialist (Ed.S.) in Teacher Leadership**

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

### **Learning Outcomes**

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

1. Demonstrate knowledge of the current literature and trends in education.
2. Demonstrate the reflective teaching and learning skills needed by a professional in the field of education.
3. Evaluate, synthesize, and interpret educational research. (consumer of research)
4. Identify and propose a solution to educational problem(s). (designing/developing research)
5. Demonstrate leadership via effective communication and use of technology.
6. Demonstrate leadership through effective communication about educational issues/topics to popular audiences in written work, speech, and through using technology.
7. Utilize effective communication skills in presenting academic research so as to elicit social change.
8. Show awareness of global interrelationships and affirm diversity in their own work about teaching and learning.
9. Be familiar with scholarship in the field of education that is sensitive to global interrelationships and affirms diversity.
10. Collaborate with a range of stakeholders in education and/or learning organizations in order to effect positive social change.
11. Demonstrate active commitment to social change.

## Degree Requirements

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

## Curriculum

### Foundations Course (6 sem. cr.)

- EDUC 7004 - Foundations: Teacher Leadership

### Core Courses (24 sem. cr.)

- EDUC 7210 - Leadership for Today's Schools
- EDUC 7211 - Applied Research in Education
- EDUC 7212 - Teaching and Learning: Theory and Research
- EDUC 7213 - Collegial Interactions and Professional Development

### Capstone Course (6 sem. cr.)

- EDUC 7902 - Teacher Leadership Capstone: Trends, Issues and Global Perspectives

### Course Sequence

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

### Note on Licensure

*The only program offered by Walden that is state-approved as leading to any administrative/leadership license (e.g., assistant principal, principal, teacher leader, superintendent) is the Ed.S. in Educational Leadership and Administration, which has been approved in Minnesota for leading to licensure as a P-12 principal.*

*In addition, some of Walden's programs in leadership can lead to principal licensure in Texas through a partnership with the Harris County Department of Education. For more information*

about the Texas Principal Certification Program, please contact Harris County at <http://www.hcde-texas.org/default.aspx?name=PrinCert>.

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

*Walden enrollment advisors can provide guidance on licensure issues; 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 or endorsement. For additional guidance on licensure issues, please refer to [www.waldenu.edu/educlicensure](http://www.waldenu.edu/educlicensure).*

### **Program Data**

Walden is committed to providing the information about your program. Please find detailed information for the [Education Specialist \(Ed.S.\) in Teacher Leadership](#) relating to the types of occupations this program may lead to, completion rate, program costs, and median loan debt of students who have graduated from this program.

## **Doctoral Acceleration Programs**

### **Doctor of Education (Ed.D.) with a specialization in Administrator Leadership for Teaching and Learning Acceleration**

Advanced Walden graduate students can accelerate the time to complete the Ed.D. degree with a specialization in Administrator Leadership for Teaching and Learning.

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

- The student must be in good standing with the university.
- The student must meet the minimum admissions requirements for the Doctor of Education program.
- The student must earn a *B* (3.0) or better in each of the courses.

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

The following requirements have been established for Walden graduate students who are interested in entering Walden's Ed.D. with a specialization in Administrator Leadership for Teaching and Learning program:

### **Doctor of Education (Ed.D.) with a specialization in Administrator Leadership for Teaching and Learning Courses**

- EDAD 8040 - Foundations: Administrator Leadership for Teaching and Learning Students who successfully complete EDAD 7002 - Foundations: Administrator Leadership for Teaching and Learning (6 sem. cr.) with a *B* or better may transfer out of this course.

- EDAD 8140 - Leadership for Today's Schools Students who successfully complete EDAD 7200 - Leadership for Today's Schools (6 sem. cr.) with a **B** or better may transfer out of this course. Students who successfully complete both EDAD 6805 - Facilitating Productive Working Relationships and School Culture to Enhance Student Learning (3 sem. cr.) and EDAD 6809 - Implementing Continuous School Improvement (3 sem. cr.) from the M.S. in Education specialization in Educational Leadership (Non-Licensure) (Grades K–12) program with a *B* or better may transfer out of this course. Students who successfully complete both EDUC 6647 - Dynamic Teacher Leadership (3 sem. cr.) and EDUC 6651 - Teacher Leadership in the Classroom: Increasing Learning and Achievement (3 sem. cr.) from the M.S. in Education specialization in Teacher Leadership program with a *B* or better may transfer out of this course.
- EDAD 8141 - Applied Research in Education Students who successfully complete EDAD 7200 - Leadership for Today's Schools (6 sem. cr.) with a *B* or better may transfer out of this course. Students who successfully complete both EDAD 6805 - Facilitating Productive Working Relationships and School Culture to Enhance Student Learning (3 sem. cr.) and EDAD 6809 - Implementing Continuous School Improvement (3 sem. cr.) from the M.S. in Education specialization in Educational Leadership (Non-Licensure) (Grades K–12) program with a *B* or better may transfer out of this course. Students who successfully complete both EDUC 6647 - Dynamic Teacher Leadership (3 sem. cr.) and EDUC 6651 - Teacher Leadership in the Classroom: Increasing Learning and Achievement (3 sem. cr.) from the M.S. in Education specialization in Teacher Leadership program with a *B* or better may transfer out of this course.
- EDAD 8142 - Leading to Promote Learning Students who successfully complete EDAD 7202 - Leading to Promote Learning (6 sem. cr.) with a *B* or better may transfer out of this course.
- EDAD 8143 - Leading Professional Learning Communities Students who successfully complete EDAD 7203 - Leading Professional Learning Communities (6 sem. cr.) with a *B* or better may transfer out of this course.
- EDAD 8144 - School Leadership: Trends, Issues, Global Perspectives Students who successfully complete EDAD 7900 - School Leadership Capstone: Trends, Issues, and Global Perspectives (6 sem. cr.) with a *B* or better may transfer out of this course.

### **Note on Licensure**

*The only program offered by Walden that is state-approved as leading to any administrative/leadership license (e.g., assistant principal, principal, teacher leader, superintendent) is the Ed.S. in Educational Leadership and Administration, which has been approved in Minnesota for leading to licensure as a P–12 principal.*

*In addition, some of Walden's programs in leadership can lead to principal licensure in Texas through a partnership with the Harris County Department of Education. For more information about the Texas Principal Certification Program, please contact Harris County at <http://www.hcde-texas.org/default.aspx?name=PrinCert>.*

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

*Walden enrollment advisors can provide guidance on licensure issues; 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 or endorsement. For additional guidance on licensure issues, please refer to [www.waldenu.edu/educlicensure](http://www.waldenu.edu/educlicensure).*

## **Doctor of Education (Ed.D.) with a specialization in Curriculum, Instruction, and Assessment Acceleration**

Advanced Walden graduate students can accelerate the time to complete the Ed.D. degree with a specialization in Curriculum, Instruction, and Assessment

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

- The student must be in good standing with the university.
- The student must meet the minimum admissions requirements for the Doctor of Education program.
- The student must earn a *B* (3.0) or better in each of the courses.

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

The following requirements have been established for Walden graduate students who are interested in entering Walden's Ed.D. with a specialization in Curriculum, Instruction, and Assessment:

## **Doctor of Education (Ed.D.) with a specialization in Curriculum, Instruction, and Assessment Courses**

- EDUC 8745 - Applied Research in Education Students who successfully complete EDUC 7745 Applied Research in Education, Part I (3 sem. cr.) and EDUC 7746 Applied Research in Education, Part II (3 sem. cr.) with a *B* or better may transfer out of this course.

### **Note on Licensure**

*For initial licensure or adding endorsements (e.g., new teaching fields) to existing licenses, individuals are often required to complete a state-approved licensure program. Walden offers Minnesota state-approved licensure programs in special education, early childhood education, and P-12 principal licensure.*

*Additionally, not all of Walden's programs include a practicum or cover the grade span of K-12, which are requirements for obtaining an endorsement in some states, especially in the area of reading.*

*The graduate degree program and coursework within the program in which you are enrolling is accepted by many states toward upgrading or renewing a license or obtaining a salary increase (depending on state or district policy).*

*Prospective students seeking licensure must research their state licensure requirements to determine (1) if they are required to complete a state-approved licensure program, and (2) if there are any other requirements that apply, especially requirements pertaining to programs provided by out-of-state (except Minnesota) or online institutions.*

*Walden enrollment advisors can provide guidance on licensure issues; 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 or endorsement. For additional guidance on licensure issues, please refer to [www.WaldenU.edu/educlicensure](http://www.WaldenU.edu/educlicensure).*

## **Doctor of Education (Ed.D.) with a specialization in Special Education Acceleration**

Advanced Walden graduate students can accelerate the time to complete the Ed.D. degree with a specialization in Special Education.

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

- The student must be in good standing with the university.
- The student must meet the minimum admissions requirements for the
- The student must have a *B* (3.0) or better cumulative average for the courses being articulated.

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

The following requirements have been established for Walden graduate students who are interested in entering Walden's Ed.D. with a specialization in Special Education program:

### **M.S. in Education graduates:**

- EDUC 8763 - Specialized Instruction: Students who successfully complete the following courses in the M.S. in Education with a specialization in Special Education with a *B* or better cumulative average may transfer out of this course:
- EDUC 6720 - The Special Educator as Instructional Leader (3 sem. cr.)
- EDUC 6721 - The Impact of Disabilities on Learning and Teaching (3 sem. cr.)
- EDUC 6722 - Strategic Collaboration in Special Education (3 sem. cr.)
- EDUC 6723 - Advanced Instructional Strategies in Special Education (3 sem. cr.)
- EDUC 6724 - Literacy Interventions in Special Education (3 sem. cr.)
- EDUC 6725 - Advanced Behavioral Intervention in Special Education (3 sem. cr.)

**OR:**

### **Educational Specialist (Ed.S.) in Special Education graduates:**

Students who successfully complete the following courses in the Educational Specialist (Ed.S.) in Special Education with a *B* or better cumulative average may transfer out of this course:

- EDUC 8760 - Foundations: Special Education Students who successfully complete EDUC 7760 - Foundations: Special Education (6 sem. cr.) may transfer out of this course.
- EDUC 8761 - Leadership Advocacy, Policy, and Law Students who successfully complete EDUC 7761 - Leadership, Advocacy, Policy, and Law (6 sem. cr.) may transfer out of this course.
- EDUC 8763 - Specialized Instruction Students who successfully complete EDUC 7763 - Specialized Instruction (6 sem. cr.) may transfer out of this course.
- EDUC 8764 - Research Methodology and Special Education Students who successfully complete EDUC 7764 - Research Methodology and Special Education (6 sem. cr.) may transfer out of this course.
- EDUC 8765 - School-Wide Intervention Models Students who successfully complete EDUC 7765- School-Wide Intervention Models (6 sem. cr.) may transfer out of this course.
- EDUC 8767 - Sustaining and Supporting Effective Practices Students who successfully complete EDUC 7766 - Capstone: Sustaining and Supporting Effective Practices (6 sem. cr.) may transfer out of this course.

## **Doctor of Education (Ed.D.) with a specialization in Teacher Leadership Acceleration**

Advanced Walden graduate students can accelerate the time to complete the Ed.D. degree with a specialization in Teacher Leadership.

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

- The student must be in good standing with the university.
- The student must meet the minimum admissions requirements for the Doctor of Education program.
- The student must earn a *B* (3.0) or better in each of the courses.

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

The following requirements have been established for Walden graduate students who are interested in entering Walden's Ed.D. with a specialization in Teacher Leadership:

## **Doctor of Education (Ed.D.) with a specialization in Teacher Leadership Courses**

- EDUC 8040 - Foundations: Teacher Leadership Students who successfully complete EDUC 7004 - Foundations: Teacher Leadership (6 sem. cr.) with a *B* or better may transfer out of this course.
- EDUC 8140 - Leadership for Today's Schools Students who successfully complete EDAD 7200 - Leadership for Today's Schools (6 sem. cr.) with a *B* or better may transfer out of this course. Students who successfully complete both EDAD 6805 - Facilitating Productive Working Relationships and School Culture to Enhance Student Learning (3 sem. cr.) and EDAD 6809 - Implementing Continuous School Improvement (3 sem. cr.) from the M.S. in Education specialization in Educational Leadership (Non-Licensure) (Grades K–12) program

with a *B* or better may transfer out of this course. Students who successfully complete both EDUC 6647 - Dynamic Teacher Leadership (3 sem. cr.) and EDUC 6651 - Teacher Leadership in the Classroom: Increasing Learning and Achievement (3 sem. cr.) from the M.S. in Education specialization in Teacher Leadership program with a *B* or better may transfer out of this course.

- EDUC 8141 - Applied Research in Education Students who successfully complete EDUC 7211 - Applied Research in Education (6 sem. cr.) with a *B* or better may transfer out of this course.
- EDUC 8142 - Teaching and Learning: Theory and Research Students who successfully complete EDUC 7212 - Teaching and Learning: Theory and Research (6 sem. cr.) with a *B* or better may transfer out of this course.
- EDUC 8143 - Collegial Interactions and Professional Development Students who successfully complete EDUC 7213 - Collegial Interactions and Professional (6 sem. cr.) with a *B* or better may transfer out of this course.
- EDUC 8144 - Teacher Leadership: Trends, Issues, and Global Perspectives Students who successfully complete EDUC 7902 - Teacher Leadership Capstone: Trends, Issues, and Global Perspectives (6 sem. cr.) with a *B* or better may transfer out of this course.

### **Note on Licensure**

*The only program offered by Walden that is state-approved as leading to any administrative/leadership license (e.g., assistant principal, principal, teacher leader, superintendent) is the Ed.S. in Educational Leadership and Administration, which has been approved in Minnesota for leading to licensure as a P-12 principal.*

*In addition, some of Walden's programs in leadership can lead to principal licensure in Texas through a partnership with the Harris County Department of Education. For more information about the Texas Principal Certification Program, please contact Harris County at <http://www.hcde-texas.org/default.aspx?name=PrinCert>.*

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

*Walden enrollment advisors can provide guidance on licensure issues; 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 or endorsement. For additional guidance on licensure issues, please refer to [www.waldenu.edu/educlicensure](http://www.waldenu.edu/educlicensure).*

### **Ph.D. in Education with a specialization in Educational Technology Acceleration**

Advanced Walden graduate students can accelerate the time to complete the Ph.D. in Education with a specialization in Educational Technology degree.

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

- The student must be in good standing with the university.
- The student must meet the minimum admissions requirements for the Ph.D. in Education program.
- The student must earn a *B* (3.0) or better in each of the courses.

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

The following requirements have been established for Walden graduate students who are interested in entering Walden's Ph.D. in Education with a specialization in Educational Technology program:

### **Ph.D. in Education with a specialization in Educational Technology Courses**

- EDUC 8840 - Evolution of Educational Technology Students who successfully complete EDUC 7100 Evolution of Educational Technology (4 qtr. cr.) with a *B* or better may transfer out of this course.
- EDUC 8841 - Diffusion and Integration of Technology in Education Students who successfully complete EDUC 6710 Understanding the Impact of Technology on Education, Work, and Society (3 sem. cr.) with a *B* or better may transfer out of this course.
- EDUC 8842 - Principles of Distance Education Students who successfully complete EDUC 7102 Principles of Distance Learning (4 qtr. cr.) with a *B* or better may transfer out of this course.
- EDUC 8843 - Leading and Managing Educational Technology Students who successfully complete EDUC 7103 Leading and Managing Educational Technology (4 qtr. cr.) with a *B* or better may transfer out of this course.
- EDUC 8844 - Designing Instruction for Distance Education Students who successfully complete EIDT 6110 Advanced Instructional Design I (3 sem. cr.) with a *B* or better may transfer out of this course.
- EDUC 8845 - Learning Theory and Educational Technology Students who successfully complete EDUC 6115 Learning Theories and Instruction (3 sem. cr.) or EDUC 6711 Bridging Learning Theory, Instruction, and Technology (3 sem. cr.) with a *B* or better may transfer out of this course.
- EDUC 8847 - Multimedia Technology to Facilitate Learning Students who successfully complete EDUC 6120 Multimedia Design and Development (3 sem. cr.) with a *B* or better may transfer out of this course.
- EDUC 8848 - Emerging and Future Technology Students who successfully complete EDUC 6715 New and Emerging Technologies (3 sem. cr.) with a *B* or better may transfer out of this course.

### **Note on Licensure**

*For initial licensure or adding endorsements (e.g., new teaching fields) to existing licenses, individuals are often required to complete a state-approved licensure program. Walden offers Minnesota state-approved licensure programs in special education, early childhood education, and P–12 principal licensure.*

*Additionally, not all of Walden's programs include a practicum or cover the grade span of K–12, which are requirements for obtaining an endorsement in some states, especially in the area of reading.*

*The graduate degree program and coursework within the program in which you are enrolling is accepted by many states toward upgrading or renewing a license or obtaining a salary increase (depending on state or district policy).*

*Prospective students seeking licensure must research their state licensure requirements to determine (1) if they are required to complete a state-approved licensure program, and (2) if there are any other requirements that apply, especially requirements pertaining to programs provided by out-of-state (except Minnesota) or online institutions.*

*Walden enrollment advisors can provide guidance on licensure issues; 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 or endorsement. For additional guidance on licensure issues, please refer to [www.WaldenU.edu/educlicensure](http://www.WaldenU.edu/educlicensure).*

## **Ph.D. in Education with a specialization in Special Education Acceleration**

Advanced Walden graduate students can accelerate the time to complete the Ph.D. in Education with a specialization in Special Education degree.

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

- The student must be in good standing with the university.
- The student must meet the minimum admissions requirements for the Ph.D. in Education program
- The student must have a *B* (3.0) or better cumulative average for the courses being articulated.

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

The following requirements have been established for Walden graduate students who are interested in entering Walden's Ph.D. in Education with a specialization in Special Education program:

### **Ph.D. in Education with a specialization in Special Education Courses**

KAM III: Principles of Organizational and Social Systems: Students who successfully complete the following courses with a *B* or better cumulative average may transfer out of KAM III:

- EDUC 7760 -- Foundations: Special Education
- EDUC 7761 -- Leadership Advocacy, Policy, and Law
- EDUC 7763 -- Specialized Instruction

- EDUC 7764 -- Research Methodology and Special Education
- EDUC 7765 -- School-wide Intervention Models
- EDUC 7766 -- Capstone: Sustaining and Supporting Effective Practices

## Doctoral Degree Programs

### Doctor of Education (Ed.D.)

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

#### Specializations

- Administrator Leadership for Teaching and Learning
- Adult Education
- College Teaching and Learning
- Curriculum, Instruction, and Assessment
- Early Childhood
- Higher Education Leadership
- Reading and Literacy Leadership
- Special Education
- Teacher Leadership

#### Degree Requirements

- 54–60 total semester credit hours
- Foundations course (6 sem. cr.)
- Applied Research (6 sem. cr.)
- Research in Practice (6 sem. cr.)
- Core courses (24–30 sem. cr.)
- Completing the Prospectus study (one semester, noncredit)
- Doctoral study intensive (a minimum of 12 sem. cr.)
- One 3-day academic residency
- ePortfolio
- Minimum 9 semesters' enrollment

#### Program Data

Walden is committed to providing the information about your program. Please find detailed information for the [Doctor of Education \(Ed.D.\)](#) relating to the types of occupations this program

may lead to, completion rate, program costs, and median loan debt of students who have graduated from this program.

### **Administrator Leadership for Teaching and Learning Specialization**

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

#### **Learning Outcomes**

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

1. Demonstrate knowledge of the current literature and trends in education.
2. Demonstrate the reflective teaching and learning skills needed by a professional in the field of education.
3. Evaluate, synthesize, and interpret educational research. (consumer of research)
4. Utilize effective communication skills in presenting academic research so as to elicit social change.
5. Demonstrate leadership via effective communication and use of technology.
6. Demonstrate leadership through effective communication about educational issues/topics to popular audiences in written work, speech, and through using technology.
7. Utilize effective communication skills in presenting academic research so as to elicit social change.
8. Show awareness of global interrelationships and affirm diversity in their own work about teaching and learning.
9. Be familiar with scholarship in the field of education that is sensitive to global interrelationships and affirms diversity.
10. Collaborate with a range of stakeholders in education and/or learning organizations in order to effect positive social change.
11. Demonstrate active commitment to social change.

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

- EDAD 8040 - Foundations: Administrator Leadership for Teaching and Learning

#### **Applied Research (6 sem. cr.)**

- EDAD 8141 - Applied Research in Education

#### **Core Courses (24 sem. cr.)**

- EDAD 8140 - Leadership for Today's Schools
- EDAD 8142 - Leading to Promote Learning
- EDAD 8143 - Leading Professional Learning Communities

- EDAD 8144 - School Leadership: Trends, Issues, Global Perspectives

### Research in Practice (6 sem. cr.)

- EDAD 8145 - Research in Practice

### Doctoral Study (minimum of 12 sem. cr.)

- EDUC 8081 - Completing the Prospectus
- EDUC 8090 - Doctoral Study Intensive

### Course Sequence

<i>Semester</i>	<i>Course</i>	<i>Credits</i>
1	EDAD 8040 - Foundations: Administrator Leadership for Teaching and Learning	6 sem. cr.
2	EDAD 8140 - Leadership for Today's Schools	6 sem. cr.
3	EDAD 8141 - Applied Research in Education	6 sem. cr.
4	EDAD 8142 - Leading to Promote Learning	6 sem. cr.
5	EDAD 8143 - Leading Professional Learning Communities	6 sem. cr.
6	EDAD 8145 - Research in Practice	6 sem. cr.
7	EDAD 8144 - School Leadership: Trends, Issues, and Global Perspectives	6 sem. cr.
	EDUC 8081 - Doctoral Study Companion	0 sem. cr.
8	EDUC 8090 - Doctoral Study Intensive*	6 sem. cr.
9	EDUC 8090 - Doctoral Study Intensive* – continued	6 sem. cr.

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

### Note on Licensure

*The only programs offered by Walden University that are state-approved as leading to any administrative/ leadership license (e.g., assistant principal, principal, teacher leader, superintendent) is the Ed.S. in Educational Leadership and Administration, which is approved in Minnesota and Ohio, and the M.S. in Education, Educational Leadership and Administration, which is approved in Ohio. Upon successful completion of this program, Walden can recommend candidates for principal licensure to those respective states. The Minnesota and Ohio departments of education are solely responsible for reviewing applications and issuing licenses, and candidates are responsible for completing any other state requirements beyond completion of Walden's state-approved program.*

*Individuals interested in principal licensure in states other than Minnesota and Ohio may qualify for the license by virtue of completing a state-approved 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.*

*Walden enrollment advisors can provide guidance on licensure issues; 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 or endorsement.*

*Prospective Alabama students: Contact the Teacher Education and Certification Division of the Alabama State Department of Education at 1-334-242-9935 or <http://www.alsde.edu> to verify that these programs qualify for teacher certification, endorsement, and/or salary benefits.*

*Prospective Washington state students are advised to contact the Office of the Superintendent of Public Instruction at 1-360-725-6275 or [prof.educ@kl2.wa.us](mailto:prof.educ@kl2.wa.us) to determine whether Walden University'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.*

## **Adult Education**

The Adult Education specialization prepares adult educators and training professionals to design, evaluate, and lead adult learning programs across a variety of settings and disciplines. Students explore adult learning and development theories including phase and stage development; qualitative and quantitative research methods for studying how adults develop and learn; and best practices in adult education from both the teaching and learning perspectives. Students also examine how trends in brain research, globalization, and technology are affecting adult education. Applied research is emphasized throughout the curriculum, enabling students to synthesize coursework, design learning experiences for specific adult populations, and lay the groundwork for the culminating doctoral study intensive.

### **Learning Outcomes**

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

1. Apply knowledge related to the current research-based literature and trends in adult learning.
2. Demonstrate the reflective teaching and learning skills needed by a professional in higher education and/or adult learning.
3. Provide evidence of knowledge and skills necessary to evaluate, synthesize, and interpret educational research.
4. Exhibit the ability to provide leadership via effective communication and use of technology.
5. Articulate the impact of global interrelationships and affirm diversity in your own work in adult learning.
6. Apply collaborative skills with a range of stakeholders in higher education and/or in adult learning organizations in order to effect positive social change.
7. Demonstrate the ability to impact social change in adult education.

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

- EDUC 8005 - Foundations: The Changing Context of Postsecondary and Adult Teaching and Learning♦

*EDUC 8005 may not be taken with any other course.*

### **Applied Research (6 sem. cr.)**

- EDUC 8102 - Applied Research in Education

### **Core Courses (24 sem. cr.)**

- EDUC 8101 - How Adults Learn: Theory and Research
- EDUC 8103 - Designing and Assessing Learning Experiences
- EDUC 8104 - Facilitating Adult Learning
- EDUC 8105 - Adult Learning: Trends, Issues, Global Perspectives

### **Research in Practice (6 sem. cr.)**

- EDUC 8106 - Research in Practice

### **Doctoral Study (minimum of 12 sem. cr.)**

- EDUC 8081 - Completing the Prospectus
- EDUC 8090 - Doctoral Study Intensive (12 sem. cr.—6 sem. cr. per term for two terms)\*

\* **Note:** Neither term of EDUC 8090 may be taken with any other course.

### **Course Sequence**

*Effective for students starting 5/2/2011 or later.*

<b><i>Semester</i></b>	<b><i>Course</i></b>	<b><i>Credits</i></b>
1	EDUC 8005 - Foundations: The Changing Context of Postsecondary and Adult Teaching and Learning*	6 sem. cr.
2	EDUC 8101 - How Adults Learn: Theory and Research	6 sem. cr.
3	EDUC 8102 - Applied Research in Education EDUC 8102 Applied Research in Education	6 sem. cr.
4	EDUC 8103 - Designing and Assessing Learning Experiences	6 sem. cr.
5	EDUC 8104 - Facilitating Adult Learning	6 sem. cr.
6	EDUC 8106 - Research in Practice	6 sem. cr.
7	EDUC 8105 - Adult Learning: Trends, Issues, Global Perspectives	6 sem. cr.
	EDUC 8081 - Doctoral Study Companion	0 sem. cr.
8	EDUC 8090 - Doctoral Study Intensive*	6 sem. cr.
9	EDUC 8090 - Doctoral Study Intensive*	6 sem. cr.

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

### **College Teaching and Learning**

Designed for current and prospective postsecondary and college educators, the College Teaching and Learning specialization helps candidates build on their teaching experience. Through

research-based teaching strategies, candidates cultivate more effective educational experiences for learners. This specialization combines online coursework and a face-to-face residency where candidates learn how to develop effective learning activities that enable diverse learners to meet their educational goals. This Ed.D. specialization takes into consideration the latest principles, policies, and practices of today's changing landscape of postsecondary teaching.

### **Learning Outcomes**

At the end of this program, graduates 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.
7. Collaborate within and across departments and institutions to promote individual and societal advancement in a global context.

### **Degree Requirements**

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

### **Core Curriculum**

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

- EDUC 8005 - Foundations: The Changing Context of Postsecondary and Adult Teaching and Learning♦

*EDUC 8005 may not be taken with any other course.*

#### **Applied Research (6 sem. cr.)**

- EDUC 8102 - Applied Research in Education

**Core Courses (24 sem. cr.)**

- EDUC 8101 - How Adults Learn: Theory and Research
- EDUC 8103 - Designing and Assessing Learning Experiences
- EDUC 8304 - Effective College Teaching: Engaging Diverse Learners
- EDUC 8306 - Effective College Teaching: Using Technology to Support Learning

**Research in Practice (6 sem. cr.)**

- EDUC 8106 - Research in Practice

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

- EDUC 8081 - Completing the Prospectus
- EDUC 8090 - Doctoral Study Intensive (12 sem. cr.—6 sem. cr. per term for two terms)\*

\* *Note:* Neither term of EDUC 8090 may be taken with any other course.

**Course Sequence**

<i>Semester</i>	<i>Course</i>	<i>Credits</i>
1	EDUC 8005 - Foundations: The Changing Context of Postsecondary and Adult Teaching and Learning	6 sem. cr.
2	EDUC 8101 - How Adults Learn: Theory and Research	6 sem. cr.
3	EDUC 8102 - Applied Research in Education	6 sem. cr.
4	EDUC 8103 - Designing and Assessing Learning Experience	6 sem. cr.
5	EDUC 8304 - Effective College Teaching: Engaging Diverse Learners	6 sem. cr.
6	EDUC 8106 - Research in Practice	6 sem. cr.
7	EDUC 8306 - Effective College Teaching: Using Technology to Support Learning	6 sem. cr.
	EDUC 8081 - Completing the Prospectus	0 sem. cr.
8	EDUC 8090 - Doctoral Study Intensive*	6 sem. cr.
9	EDUC 8090 - Doctoral Study Intensive*—continued	6 sem. cr.

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

**Curriculum, Instruction, and Assessment Specialization (Ed.D.)**

The Curriculum, Instruction, and Assessment specialization is designed for educators who want to drive innovation and change at the systemic level, including the district, regional, state, or federal level. Through a blend of learning and organizational theory, candidates will develop expertise in the latest research and best practices in curriculum design, teacher professional development, and program assessment, as well as strategies to effect measurable change in K–12 schools. Candidates will acquire the critical-thinking and research skills needed to shape schools and school systems in order to meet the diverse needs of all students.

## Learning Outcomes

Candidates who complete the program are education leaders who have the knowledge and ability to promote the success of all students by:

1. Facilitating the development, articulation, implementation, and stewardship of a school or district vision of learning supported by the school community.
2. Promoting a positive school culture, providing an effective instructional program, applying best practice to student learning, and designing comprehensive professional growth plans for staff.
3. Managing the organization, operations, and resources in a way that promotes a safe, efficient, and effective learning environment.
4. Collaborating with families and other community members, responding to diverse community interests and needs, and mobilizing community resources.
5. Acting with integrity, fairly, and in an ethical manner.
6. Understanding, responding to, and influencing the larger political, social, economic, legal, and cultural context.

## Core Curriculum

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

- EDUC 8011 - Foundations for Doctoral Study in Curriculum, Instruction, and Assessment  
*Note:* EDUC 8011 may not be taken with any other course.

### Applied Research (6 sem. cr.)

- EDUC 8745 - Applied Research in Education

### Core Courses (24 sem. cr.)

- EDUC 8012 - Leadership for Today's Schools
- EDUC 8750 - Systemic Curriculum Design: Rigor, Relevance, and Results
- EDUC 8751 - Data-Driven Instruction and Assessment
- EDUC 8752 - Effective Professional Development

### Research in Practice (6 sem. cr.)

- EDUC 8753 - Research in Practice

### Doctoral Study (minimum of 12 sem. cr.)

- EDUC 8081 - Completing the Prospectus
- EDUC 8090 - Doctoral Study Intensive

## Course Sequence

<i>Semester</i>	<i>Course</i>	<i>Credits</i>
1	EDUC 8011 - Foundations: Curriculum, Instruction, and Assessment	6 sem. cr.
2	EDUC 8012 - Leadership for Today's Schools	6 sem. cr.

3	EDUC 8745 - Applied Research in Education	6 sem. cr.
4	EDUC 8750 - Systemic Curriculum Design: Rigor, Relevance, and Results	6 sem. cr.
5	EDUC 8751 - Data-Driven Instruction and Assessment	6 sem. cr.
6	EDUC 8753 - Research in Practice	6 sem. cr.
7	EDUC 8752 - Effective Professional Development	6 sem. cr.
	EDUC 8081 - Doctoral Study Companion	0 sem. cr.
8	EDUC 8090 - Doctoral Study Intensive*	6 sem. cr.
9	EDUC 8090 - Doctoral Study Intensive* – continued	6 sem. cr.

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

### **Note on Licensure**

*For initial licensure or adding endorsements (e.g., new teaching fields) to existing licenses, individuals are often required to complete a state-approved licensure program. Walden offers Minnesota state-approved licensure programs in special education, early childhood education, and P–12 principal licensure.*

*Additionally, not all of Walden’s programs include a practicum or cover the grade span of K–12, which are requirements for obtaining an endorsement in some states, especially in the area of reading.*

*The graduate degree program and coursework within the program in which you are enrolling is accepted by many states toward upgrading or renewing a license or obtaining a salary increase (depending on state or district policy).*

*Prospective students seeking licensure must research their state licensure requirements to determine (1) if they are required to complete a state-approved licensure program, and (2) if there are any other requirements that apply, especially requirements pertaining to programs provided by out-of-state (except Minnesota) or online institutions.*

*Walden enrollment advisors can provide guidance on licensure issues; 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 or endorsement. For additional guidance on licensure issues, please refer to [www.WaldenU.edu/educlicensure](http://www.WaldenU.edu/educlicensure).*

### **Higher Education Leadership Specialization**

The landscape of higher education is constantly changing. In this specialization, students examine emerging trends and issues and develop the skills required to lead and manage in the complex political environment of today’s colleges and universities. With a focus on the learning-centered institution, students explore how to conduct and apply research and implement effective strategies that address the needs of all stakeholders.

## Learning Outcomes

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

1. Employ leadership and management strategies that drive and sustain a diverse learning organization.
2. Independently conduct, evaluate, and apply research in making and implementing strategic decisions.
3. Create entrepreneurial and innovative solutions that anticipate and address real-world problems.
4. Proactively collaborate, negotiate, and advocate in ways that honor the needs and interests of all stakeholders.
5. Find, deploy, allocate, and manage resources to achieve learning-centered priorities in an ethical, legally compliant, and fiscally responsible manner.
6. Collaborate within and across organizations to promote individual and societal advancement in a global context.

## Core Curriculum

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

- EDUC 8640 - The Learning-Centered Institution

*Note:* EDUC 8640 may not be taken with any other course.

### Core Courses (24 sem. cr.)

- EDUC 8641 - The New Higher Education Enterprise
- EDUC 8642 - Transformative Leadership in Higher Education
- EDUC 8643 - Achieving Coherence in Complex Institutions
- EDUC 8645 - Managing Resources to Drive Change in Higher Education

### Applied Research (6 sem. cr.)

- EDUC 8470 - Applied Research in Education

### Research in Practice (6 sem. cr.)

- EDUC 8644 - Research in Practice

### Doctoral Study (minimum of 12 sem. cr.)

- EDUC 8081 - Completing the Prospectus
- EDUC 8090 - Doctoral Study Intensive

## Course Sequence

<i>Semester</i>	<i>Course</i>	<i>Credits</i>
1	EDUC 8640 - The Learning-Centered Institution	6 sem. cr.
2	EDUC 8641 - The New Higher Education Enterprise	6 sem. cr.
3	EDUC 8470 - Applied Research in Education	6 sem. cr.

4	EDUC 8642 - Transformative Leadership in Higher Education	6 sem. cr.
5	EDUC 8643 - Achieving Coherence in Complex Institutions	6 sem. cr.
6	EDUC 8644 - Research in Practice	6 sem. cr.
7	EDUC 8645 - Managing Resources to Drive Change in Higher Education	6 sem. cr.
	EDUC 8081 - Doctoral Study Companion	0 sem. cr.
8	EDUC 8090 - Doctoral Study Intensive*	6 sem. cr.
9	EDUC 8090 - Doctoral Study Intensive*—continued	6 sem. cr.

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

### **Note on Licensure**

*For initial licensure or adding endorsements (e.g., new teaching fields) to existing licenses, individuals are often required to complete a state-approved licensure program. Walden offers Minnesota state-approved licensure programs in special education, early childhood education, and P–12 principal licensure.*

*Additionally, not all of Walden’s programs include a practicum or cover the grade span of K–12, which are requirements for obtaining an endorsement in some states, especially in the area of reading.*

*The graduate degree program and coursework within the program in which you are enrolling is accepted by many states toward upgrading or renewing a license or obtaining a salary increase (depending on state or district policy).*

*Prospective students seeking licensure must research their state licensure requirements to determine (1) if they are required to complete a state-approved licensure program, and (2) if there are any other requirements that apply, especially requirements pertaining to programs provided by out-of-state (except Minnesota) or online institutions.*

*Walden enrollment advisors can provide guidance on licensure issues; 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 or endorsement. For additional guidance on licensure issues, please refer to [www.WaldenU.edu/educlicensure](http://www.WaldenU.edu/educlicensure).*

### **Reading and Literacy Leadership**

The Reading and Literacy Leadership specialization prepares students to evaluate the effectiveness of existing reading and literacy programs and to design new approaches aligned to Common Core standards and 21st-century skill requirements. Coursework explores the theoretical framework of language and literacy development; political, social, cultural, and economic influences on literacy and literacy programming; and assessment and analytical methods for evaluating individual proficiency and program effectiveness. Research courses provide students the opportunity to apply qualitative and quantitative research methods and

develop skills in research design, data analysis, and presentation. The specialization emphasizes development of leadership skills as well as the scholarly expertise required to improve student literacy programs.

### **Learning Outcomes**

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

1. Analyze the components of literacy in the 21st century including influences from the sociopolitical landscape, social media, technological innovations, and influences from Common Core standards.
2. Develop graduate-level scholarly skills (use of resources, scholarly writing, and critical thinking).
3. Demonstrate the ability to develop a plan to gain stakeholder support for improvement of literacy programming at the systematic level drawing on professional standards as well as leadership and change theories.
4. Critically evaluate existing research studies in the area of reading and literacy.
5. Analyze the challenges diverse learners face and the systems that enable these learners to achieve literacy success.
6. Demonstrate the ability to make appropriate literacy programming decisions based on information about literacy assessments used at the national, state, and local levels.
7. Demonstrate the appropriate use of research methods through the process of producing a research project.
8. Demonstrate the skills necessary to develop a literacy environment that enhances student learning and supports professional development for teachers.
9. Integrate concepts of positive social change in leadership, assessment, professional development, literacy curriculum, and literacy instruction activities.

### **Degree Requirements**

- 54 total semester credit hours
- Foundation course (6 sem. cr.)
- Applied Research (6 sem. cr.)
- Core courses (20 sem. cr.)
- Research in Education (6 sem. cr.)
- Doctoral study intensive (a minimum of 12 sem. cr.)
- One 3-day academic residency
- ePortfolio
- Minimum of 9 semesters' enrollment

### **Core Curriculum**

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

- EDUC 8541 - Foundations in Reading and Literacy Leadership  
*\*EDUC 8541 may not be taken with any other course.*

#### **Applied Research (6 sem. cr.)**

- EDUC 8543 - Applied Research in Education

### Core Courses (24 sem. cr.)

- EDUC 8542 - Literacy Leadership for Today's Schools
- EDUC 8544 - Learners and the Changing Literacy Landscape
- EDUC 8545 - Assessment and Data Analysis to Support Systemic Literacy Programs
- EDUC 8547 - Program Development and Professional Development

### Research in Practice (6 sem. cr.)

- EDUC 8546 - Research in Practice

### Doctoral Study (minimum of 12 sem. cr.)

- EDUC 8081 - Completing the Prospectus
- EDUC 8090 - Doctoral Study Intensive (12 sem. cr.—6 sem. cr. per term for two terms)\*

\* **Note:** Neither term of EDUC 8090 may be taken with any other course.

### Course Sequence

<i>Semester</i>	<i>Course</i>	<i>Credits</i>
1	EDUC 8541 - Foundations in Reading and Literacy Leadership	6 sem. cr.
2	EDUC 8542 - Literacy Leadership for Today's Schools	6 sem. cr.
3	EDUC 8543 - Applied Research in Education	6 sem. cr.
4	EDUC 8544 - Learners and the Changing Literacy Landscape	6 sem. cr.
5	EDUC 8545 - Assessment and Data Analysis to Support Systemic Literacy Programs	6 sem. cr.
6	EDUC 8546 - Research in Practice	6 sem. cr.
7	EDUC 8547 - Program Development and Professional Development	6 sem. cr.
	EDUC 8081 - Completing the Prospectus	0 sem. cr.
8	EDUC 8090 - Doctoral Study Intensive*	6 sem. cr.
9	EDUC 8090 - Doctoral Study Intensive*—continued	6 sem. cr.

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

### Special Education

This specialization examines trends, issues, consultation/collaboration, and instructional practices in special education. The curriculum, aligned with the Council for Exceptional Children's Advanced Role Content Standards, allows students to focus their studies on systemic practices or issues in the field and specialized practices for particular areas of exceptionality. Coursework explores adaptive and assistive technology, collaborative instruction between regular and special educators, school-wide interventions, culturally responsive assessment, and training of special education teachers. The coursework culminates in a doctoral study that focuses on a real-world issue in schools or organizations.

## **Learning Outcomes**

The Council for Exceptional Children's (CEC) Advanced Role Content Standards address six different areas that provide the groundwork for and inform the Ed.D. in Education with a specialization in Special Education. Walden has written learning outcomes for the program that are based on the CEC (SPA) standards but rewritten specifically for these courses with measurement language. Learning outcomes for the Ed.D. in Education with a specialization in Special Education are listed below.

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

1. Demonstrate mastery of key concepts through scholarly writing and project completion, for legal and ethical policy that supports high quality education for individuals with exceptional learning needs.
2. Demonstrate mastery of key concepts through scholarly writing and project completion, to serve in a leadership capacity by creating procedures that respect all individuals and positive and productive work environments.
3. Demonstrate mastery of key concepts through scholarly writing and project completion, for the use of evidence-based practices for instructional programs at the school and system levels.
4. Demonstrate mastery of key concepts through scholarly writing and project completion, and the use of educational research to improve instructional and intervention techniques and materials.
5. Demonstrate the importance of an environment that supports instructional improvement by engaging in and developing a scholarly response to a local educational problem in a doctoral project study informed by a critical review of related, relevant research and theoretical frameworks, collecting and analyzing data, and resulting in a project or product that will ameliorate the problem.
6. Demonstrate mastery of key concepts through scholarly writing and project completion, of the legal rights of students, families, and personnel.
7. Plan, present, and evaluate professional development that focuses on effective practice, including expertise to support student access to learning through effective teaching strategies, curriculum standards, and assistive technology.
8. Demonstrate mastery of key concepts, through scholarly writing and project completion, the importance of collaboration in special education, and the integration of services for individuals with exceptionalities.

## **Degree Requirements**

- 60 total semester credit hours
- Foundation course (6 sem. cr.)
- Applied Research (6 sem. cr.)
- Core courses (30 sem. cr.)
- Project study (6 sem. cr.)
- Doctoral study intensive (a minimum of 12 sem. cr.)
- One 3-day academic residency
- ePortfolio
- Minimum enrollment of 10 semesters

## Core Curriculum

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

- EDUC 8760 - Foundations: Special Education

### Applied Research (6 sem. cr.)

- EDUC 8762 - Applied Research in Education

### Core Courses (24 sem. cr.)

- EDUC 8761 - Leadership, Advocacy, Policy, and Law
- EDUC 8763 - Specialized Instruction
- EDUC 8764 - Research Methodology and Special Education
- EDUC 8765 - School-Wide Intervention Models
- EDUC 8767 - Sustaining and Supporting Effective Practices in Special Education

### Project Study (6 sem. cr.)

- EDUC 8766 - Research in Practice

### Doctoral Study (minimum of 12 sem. cr.)

- EDUC 8081 - Completing the Prospectus
- EDUC 8090 - Doctoral Study Intensive

### Course Sequence

<i>Semester</i>	<i>Course</i>	<i>Credits</i>
1	EDUC 8760 - Foundations: Special Education	6 sem. cr.
2	EDUC 8761 - Leadership, Advocacy, Policy, and Law	6 sem. cr.
3	EDUC 8762 - Applied Research in Education	6 sem. cr.
4	EDUC 8763 - Specialized Instruction	6 sem. cr.
5	EDUC 8764 - Research Methodology and Special Education	6 sem. cr.
6	EDUC 8765 - School-Wide Intervention Models	6 sem. cr.
7	EDUC 8766 - Research in Practice	6 sem. cr.
8	EDUC 8767 - Sustaining and Supporting Effective Practices in Special Education	6 sem. cr.
	EDUC 8081 - Completing the Prospectus	0 sem. cr.
9	EDUC 8090 - Doctoral Study Intensive*	6 sem. cr.
10	EDUC 8090 - Doctoral Study Intensive*—continued	6 sem. cr.

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

## Teacher Leadership Specialization

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

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

### Learning Outcomes

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

1. Demonstrate knowledge of the current literature and trends in education.
2. Demonstrate the reflective teaching and learning skills needed by a professional in the field of education.
3. Utilize effective communication skills in presenting academic research so as to elicit social change.
4. Identify and propose a solution to educational problem(s). (designing/developing research)
5. Demonstrate leadership via effective communication and use of technology.
6. Demonstrate leadership through effective communication about educational issues/topics to popular audiences in written work, speech, and through using technology.
7. Utilize effective communication skills in presenting academic research so as to elicit social change.
8. Show awareness of global interrelationships and affirm diversity in their own work about teaching and learning.
9. Be familiar with scholarship in the field of education that is sensitive to global interrelationships and affirms diversity.
10. Collaborate with a range of stakeholders in education and/or learning organizations in order to effect positive social change.
11. Demonstrate active commitment to social change.

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

- EDUC 8040 - Foundations: Teacher Leadership

### Applied Research (6 sem. cr.)

- EDUC 8141 - Applied Research in Education

### Core Courses (24 sem. cr.)

- EDUC 8140 - Leadership for Today's Schools
- EDUC 8142 - Teaching and Learning: Theory and Research
- EDUC 8143 - Collegial Interactions and Professional Development
- EDUC 8144 - Teacher Leadership: Trends, Issues, and Global Perspectives

**Research in Practice (6 sem. cr.)**

- EDUC 8145 - Research in Practice

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

- EDUC 8081 - Completing the Prospectus
- EDUC 8090 - Doctoral Study Intensive

**Course Sequence**

<i>Semester</i>	<i>Course</i>	<i>Credits</i>
1	EDUC 8040 - Foundations: Teacher Leadership*	6 sem. cr.
2	EDUC 8140 - Leadership for Today's Schools	6 sem. cr.
3	EDUC 8141 - Applied Research in Education	6 sem. cr.
4	EDUC 8142 - Teaching and Learning: Theory and Research	6 sem. cr.
5	EDUC 8143 - Collegial Interactions and Professional Development	6 sem. cr.
6	EDUC 8145 - Research in Practice	6 sem. cr.
7	EDUC 8144 - Teacher Leadership: Trends, Issues, and Global Perspectives	6 sem. cr.
	EDUC 8081 - Doctoral Study Companion	0 sem. cr.
8	EDUC 8090 - Doctoral Study Intensive*	6 sem. cr.
9	EDUC 8090 - Doctoral Study Intensive* – continued	6 sem. cr.

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

**Note on Licensure**

*The only program offered by Walden that is state-approved as leading to any administrative/leadership license (e.g., assistant principal, principal, teacher leader, superintendent) is the Ed.S. in Educational Leadership and Administration, which has been approved in Minnesota for leading to licensure as a P–12 principal.*

*In addition, some of Walden's programs in leadership can lead to principal licensure in Texas through a partnership with the Harris County Department of Education. For more information about the Texas Principal Certification Program, please contact Harris County at <http://www.hcde-texas.org/default.aspx?name=PrinCert>.*

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

*Walden enrollment advisors can provide guidance on licensure issues; 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 or endorsement. For additional guidance on licensure issues, please refer to [www.waldenu.edu/educlicensure](http://www.waldenu.edu/educlicensure).*

## **Ph.D. in Education**

The Ph.D. 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 Leadership also offers a self-designed specialization to meet their unique needs.

The Ph.D. in Education learning outcomes will be demonstrated through numerous direct and indirect measures in each of the Ph.D. specializations.

### **Learning Outcomes**

At the end of this program, the education professional will:

1. Synthesize content knowledge, concepts, and principles grounded in a specific educational discipline.
2. Propose interventions based on the analysis of educational needs.
3. Design and conduct research that is grounded in theory and based on previous research in the field.
4. Conduct research that positively impacts social change.
5. Communicate to multiple audiences via effective oral and written formats.
6. Advocate for social change that integrates diverse perspectives and demonstrates awareness of global interrelationships.

### **Degree Requirements**

#### **Specializations**

- General Program (KAM-Based, Mixed-Model)
- Adult Education Leadership (KAM-Based, Mixed-Model)
- Assessment, Evaluation, and Accountability
- Community College Leadership (KAM-Based, Mixed-Model)
- Curriculum, Instruction, and Assessment (KAM-Based, Mixed-Model)
- Early Childhood Education (KAM-Based, Mixed-Model)
- Educational Technology
- Global and Comparative Education (Mixed-Model)
- Higher Education (KAM-Based, Mixed-Model)
- K–12 Educational Leadership (KAM-Based, Mixed-Model)
- Leadership, Policy, and Change
- Learning, Instruction, and Innovation
- Special Education (KAM-Based, Mixed-Model)

- Self-Designed

### ***KAM-Based (Self-Directed Specializations)***

**General Program; Adult Education Leadership; Community College Leadership; Curriculum, Instruction, and Assessment; Early Childhood Education; Higher Education; K-12 Educational Leadership; Special Education; and Self-Designed specializations**

- 96 total quarter credit hours
- Foundation courses (12 cr.)
- KAMs and/or courses and Research Sequence (64 cr.)
- Satisfactory progress in SBSF 7100 each quarter
- Proposal, dissertation, and oral presentations (20 cr.)
- 16 units of academic residency
- Minimum 8 quarters of enrollment
- ePortfolio

### ***Mixed-Model (KAM/Course) Specializations***

**General Program; Adult Education Leadership; Community College Leadership; Curriculum, Instruction, and Assessment; Early Childhood Education; Global and Comparative Education; Higher Education; K-12 Educational Leadership; Special Education; and Self-Designed specializations**

- 96 total quarter credit hours
- Foundation courses (12 cr.)
- KAMs and/or courses and Research Sequence (64 cr.)
- Satisfactory progress in all SBSF 7100 each quarter
- Proposal, dissertation, and oral presentations (20 cr.)
- 16 units of academic residency
- Minimum 8 quarters of enrollment
- ePortfolio

### ***Course-Based Specializations***

**Assessment, Evaluation, and Accountability; Educational Technology; Leadership, Policy, and Change; Leadership for Social Change in Education; and Learning, Instruction, and Innovation specializations**

- 96 total quarter credit hours
- Foundation courses (12 cr.)
- Courses and Research Sequence (64 cr.)
- Proposal, dissertation, and oral presentations (20 cr.)
- 16 units of academic residency
- Minimum 8 quarters of enrollment
- ePortfolio

## **Program Data**

Walden is committed to providing the information about your program. Please find detailed information for the [Ph.D. in Education](#) relating to the types of occupations this program may lead to, completion rate, program costs, and median loan debt of students who have graduated from this program.

## **Adult Education Leadership Specialization Self-Directed (KAM-Based)**

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

### **Curriculum**

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

- The foundational social and behavioral sciences
- Scientific inquiry and research methodology
- The student's specialized field chosen from a broad range of professional education studies

### **Foundation Courses (12 cr.)**

- EDUC 8110 - Development of the Scholar-Practitioner
- EDUC 8111 - Principles of Social Change
- EDUC 8112 - Social Change in Education

### **Core KAMS II–III (24 cr.)**

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

#### **Core KAM II: Principles of Human Development (12 cr.)**

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

- Breadth: SBSF 8210 - Theories of Human Development
- Depth: EDUC 8224 - Current Research in Human Development and Adult Education

#### **Core KAM III: Principles of Organizational and Social Systems (12 cr.)**

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

- Breadth SBSF 8310 - Theories of Organizational and Social Systems

- Depth: EDUC 8324 - Current Research in Social Systems and Adult Education
- Application: EDUC 8334 - Professional Practice, Social Systems, and Adult Education

### **Specialized KAMS V–VI (24 cr.)**

#### **Specialized KAM V: Principles of Adult Education (12 cr.)**

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

- Breadth: EDUC 8514 - Interdisciplinary Foundations and Theory in Adult Education and Learning
- Depth: EDUC 8524 - Current Research in Adult Education and Learning
- Application: EDUC 8534 - Professional Practice in Adult Learning

#### **Specialized KAM VI: Critical Issues for Adult Education Leaders (12 cr.)**

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

- Breadth: EDUC 8614 - Principles for Adult Education Leaders
- Depth: EDUC 8624 - Current Research in Program Planning and Delivery
- Application: EDUC 8634 - Professional Practice for Adult Education Leaders

### **Core Research Sequence (12 cr.)**

Courses comprising the core research sequence are conducted online and require weekly readings, participation in discussions, and assignment completion. Course instructors guide discussions and evaluate discussion and application assignments. RSCH 8100D must be completed prior to Residency 2 of the academic residencies. RSCH 8200D and RSCH 8300D must be completed prior to beginning the dissertation or attending Residency 3.

- RSCH 8100D - Research Theory, Design, and Methods
- RSCH 8200D - Quantitative Reasoning and Analysis
- RSCH 8300D - Qualitative Reasoning and Analysis

### **Advanced Research Courses (4 cr.)**

Those enrolled in this specialization are required to complete an advanced course in quantitative research and have the option of completing other advanced research courses. The university offers three advanced courses; individual programs may have other advanced options. They should refer to their specific programs of study to determine program-specific requirements.

#### **Students are required to complete the following course:**

- RSCH 8250D - Advanced Quantitative Reasoning and Analysis

#### **Students also have the option of completing the following courses:**

- RSCH 8350D - Advanced Qualitative Reasoning and Analysis
- RSCH 8450D - Advanced Mixed-Methods Reasoning and Analysis

**Dissertation (20 cr.)**

- EDUC 9000 - Dissertation

**Adult Education Leadership Specialization (Mixed-Model)**

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

**Curriculum**

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

- The foundational social and behavioral sciences
- Scientific inquiry and research methodology
- The student's specialized field chosen from a broad range of professional education studies

**Foundation Courses (12 cr.)**

- EDUC 8110 - Development of the Scholar-Practitioner
- EDUC 8111 - Principles of Social Change
- EDUC 8112 - Social Change in Education

**Core Courses (24 cr.)**

- EDUC 8113 - The Learner Across the Lifespan
- EDUC 8114 - Learning and Instruction
- EDUC 8115 - Assessment and Accountability in Education
- EDUC 8116 - Leadership in a Global Society
- EDUC 8117 - Educational Organizations and Contexts
- EDUC 8118 - Innovation and Change in Education

**Specialized KAMS V–VI (24 cr.)****Specialized KAM V: Principles of Adult Education (12 cr.)**

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

- Breadth: EDUC 8514 - Interdisciplinary Foundations and Theory in Adult Education and Learning
- Depth: EDUC 8524 - Current Research in Adult Education and Learning
- Application: EDUC 8534 - Professional Practice in Adult Learning

### **Specialized KAM VI: Critical Issues for Adult Education Leaders (12 cr.)**

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

- Breadth: EDUC 8614 - Principles for Adult Education Leaders
- Depth: EDUC 8624 - Current Research in Program Planning and Delivery
- Application: EDUC 8634 - Professional Practice for Adult Education Leaders

### **Core Research Sequence (12 cr.)**

Courses comprising the core research sequence are conducted online and require weekly readings, participation in discussions, and assignment completion. Course instructors guide discussions and evaluate discussion and application assignments. RSCH 8100D must be completed prior to Residency 2 of the academic residencies. RSCH 8200D and RSCH 8300D must be completed prior to beginning the dissertation or attending Residency 3.

- RSCH 8100D - Research Theory, Design, and Methods
- RSCH 8200D - Quantitative Reasoning and Analysis
- RSCH 8300D - Qualitative Reasoning and Analysis

### **Advanced Research Courses (4 cr.)**

Those enrolled in this specialization are required to complete an advanced course in quantitative research and have the option of completing other advanced research courses. The university offers three advanced courses; individual programs may have other advanced options. They should refer to their specific programs of study to determine program-specific requirements.

#### **Students are required to complete the following course:**

- RSCH 8250D - Advanced Quantitative Reasoning and Analysis

#### **Students also have the option of completing the following courses:**

- RSCH 8350D - Advanced Qualitative Reasoning and Analysis
- RSCH 8450D - Advanced Mixed-Methods Reasoning and Analysis

### **Dissertation (20 cr.)**

- EDUC 8900 - Dissertation Companion
- EDUC 9001 – Dissertation

### **Assessment, Evaluation, and Accountability**

This specialization focuses on preparing leaders and scholars to address the growing need for assessment and accountability systems across all sectors. Covering the technical elements of assessment, course topics include analyzing the quantitative, qualitative, and mixed-methods data essential to accountability systems and designing assessment systems to improve individual, program, and institutional performance. Focusing on assessment as a tool for positive change, this specialization also considers the complex sociological, political, and economic factors affecting assessment, evaluation, and accountability processes.

## **Learning Outcomes**

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

1. Formulate and execute practices that unite evaluation, assessment, and accountability in a socially responsible and ethical manner.
2. Develop and defend a comprehensive plan for assessment systems designed for improving the performance of individuals, programs, and institutions.
3. Design proposals for evaluation, assessment, and accountability with evidence of sociological, political, and economic considerations integrated within.
4. Construct reports that clearly synthesize and communicate actionable findings for quantitative and qualitative data.
5. Develop written and visual assessment communication in a way that is appropriate to the audience and purpose.
6. Execute a plan for sustaining a culture of improvement in an organization.

## **Core Curriculum**

### **Foundation Courses (12 cr.)**

- EDUC 8110 - Development of the Scholar-Practitioner
- EDUC 8111 - Principles of Social Change
- EDUC 8112 - Social Change in Education

### **Core Courses (24 cr.)**

- EDUC 8113 - The Learner Across the Lifespan
- EDUC 8114 - Learning and Instruction
- EDUC 8115 - Assessment and Accountability in Education
- EDUC 8116 - Leadership in a Global Society
- EDUC 8117 - Educational Organizations and Contexts
- EDUC 8118 - Innovation and Change in Education

### **Specialization Courses (24 cr.)**

- EDUC 8350 - A New Vision of Assessment, Evaluation, and Accountability
- EDUC 8351 - Assessment, Evaluation, and Accountability: The Sociological, Political, and Economic Contexts
- EDUC 8352 - Assessing for Individual Growth
- EDUC 8353 - Evaluating and Improving Programs, Organizations, and Systems
- EDUC 8354 - Dynamics of Communication for Impact and Results
- EDUC 8355 - Building a Culture of Continuous Improvement

### **Core Research Sequence (12 cr.)**

Courses comprising the core research sequence are conducted online and require weekly readings, participation in discussions, and assignment completion. Course instructors guide

discussions and evaluate discussion and application assignments. RSCH 8100D must be completed prior to Residency 2 of the academic residencies. RSCH 8200D and RSCH 8300D must be completed prior to beginning the dissertation or attending Residency 3.

- RSCH 8100D - Research Theory, Design, and Methods
- RSCH 8200D - Quantitative Reasoning and Analysis
- RSCH 8300D - Qualitative Reasoning and Analysis

### **Advanced Research Courses (4 cr.)**

Those enrolled in this specialization are required to complete an advanced course in quantitative research and have the option of completing other advanced research courses. The university offers three advanced courses; individual programs may have other advanced options. They should refer to their specific programs of study to determine program-specific requirements. Students are required to complete the following course:

- RSCH 8250D - Advanced Quantitative Reasoning and Analysis

Students also have the option of completing the following courses:

- RSCH 8350D - Advanced Qualitative Reasoning and Analysis
- RSCH 8450D - Advanced Mixed-Methods Reasoning and Analysis

### **Dissertation (20 cr.)**

- EDUC 8900 - Dissertation Companion
- EDUC 9001 - Dissertation

### **Community College Leadership Specialization (Mixed-Model)**

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

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

### **Curriculum**

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

- The foundational social and behavioral sciences
- Scientific inquiry and research methodology
- The student's specialized field chosen from a broad range of professional education studies

### **Foundation Courses (12 cr.)**

- EDUC 8110 - Development of the Scholar-Practitioner
- EDUC 8111 - Principles of Social Change
- EDUC 8112 - Social Change in Education

### **Core Courses (24 cr.)**

- EDUC 8113 - The Learner Across the Lifespan
- EDUC 8114 - Learning and Instruction
- EDUC 8115 - Assessment and Accountability in Education
- EDUC 8116 - Leadership in a Global Society
- EDUC 8117 - Educational Organizations and Contexts
- EDUC 8118 - Innovation and Change in Education

### **Core Research Sequence (12 cr.)**

Courses comprising the core research sequence are conducted online and require weekly readings, participation in discussions, and assignment completion. Course instructors guide discussions and evaluate discussion and application assignments. RSCH 8100D must be completed prior to Residency 2 of the academic residencies. RSCH 8200D and RSCH 8300D must be completed prior to beginning the dissertation or attending Residency 3.

- RSCH 8100D - Research Theory, Design, and Methods
- RSCH 8200D - Quantitative Reasoning and Analysis
- RSCH 8300D - Qualitative Reasoning and Analysis

### **Specialized KAMs V–VI (24 cr.)**

#### **Specialized KAM V: The Contemporary Community College (12 cr.)**

- Breadth: EDUC 8512 - Perspectives on the Role of the Community College
- Depth: EDUC 8522 - Current Research in Trends in the Community College
- Application: EDUC 8532 - Professional Practice and Current Trends in Community Colleges

#### **Specialized KAM VI: Leadership and Strategic Planning in the Community College (12 cr.)**

- Breadth: EDUC 8612 - Perspectives on Leadership and Strategic Planning in Community Colleges
- Depth: EDUC 8622 - Current Research in Leadership and Strategic Planning in Community Colleges
- Application: EDUC 8632 - Professional Practice in Leadership and Strategic Planning in Community Colleges

### **Advanced Research Courses (4 cr.)**

Those enrolled in this specialization are required to complete an advanced course in quantitative research and have the option of completing other advanced research courses. The university offers three advanced courses; individual programs may have other advanced options. They should refer to their specific programs of study to determine program-specific requirements. Students are required to complete the following course:

- RSCH 8250D - Advanced Quantitative Reasoning and Analysis

Students also have the option of completing the following courses:

- RSCH 8350D - Advanced Qualitative Reasoning and Analysis
- RSCH 8450D - Advanced Mixed-Methods Reasoning and Analysis

### **Dissertation (20 cr.)**

- EDUC 8900 - Dissertation Companion
- EDUC 9001 - Dissertation

## **Community College Leadership Specialization Self-Directed (KAM-Based)**

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

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

### **Curriculum**

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

- The foundational social and behavioral sciences
- Scientific inquiry and research methodology
- The student's specialized field chosen from a broad range of professional education studies

### **Foundation Courses (12 cr.)**

- EDUC 8110 - Development of the Scholar-Practitioner
- EDUC 8111 - Principles of Social Change
- EDUC 8112 - Social Change in Education

### **Core KAMS II–III (24 cr.)**

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

#### **Core KAM II: Principles of Human Development (12 cr.)**

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

- Breadth: SBSF 8210 - Theories of Human Development
- Depth: EDUC 8222 - Current Research in Human Development and Community Colleges
- Application: EDUC 8232 - Professional Practice, Human Development, and Community Colleges

### **Core KAM III: Principles of Organizational and Social Systems (12 cr.)**

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

- Breadth: SBSF 8310 - Theories of Organizational and Social Systems
- Depth: EDUC 8322 - Current Research in Social Systems and Community Colleges
- Application: EDUC 8332 - Professional Practice, Social Systems, and Community Colleges

### **Core Research Sequence (12 cr.)**

Courses comprising the core research sequence are conducted online and require weekly readings, participation in discussions, and assignment completion. Course instructors guide discussions and evaluate discussion and application assignments. RSCH 8100D must be completed prior to Residency 2 of the academic residencies. RSCH 8200D and RSCH 8300D must be completed prior to beginning the dissertation or attending Residency 3.

- RSCH 8100D - Research Theory, Design, and Methods
- RSCH 8200D - Quantitative Reasoning and Analysis
- RSCH 8300D - Qualitative Reasoning and Analysis

### **Specialized KAMS V–VI (24 cr.)**

#### **Specialized KAM V: The Contemporary Community College (12 cr.)**

This KAM introduces the student to the contemporary community college, allowing examination of the environment in which community colleges have evolved and now exist in the United States and in other countries. Students will analyze the philosophical and historical forces that led to the development of community colleges; critically assess current trends, issues, and challenges and relate these factors to their own professional context; and apply theoretical and research findings on the contemporary community college to current issue or challenge in their professional experience.

- Breadth: EDUC 8512 - Perspectives on the Role of the Community College
- Depth: EDUC 8522 - Current Research in Trends in the Community College
- Application: EDUC 8532 - Professional Practice and Current Trends in Community Colleges

#### **Specialized KAM VI: Leadership and Strategic Planning in the Community College (12 cr.)**

This KAM focuses on the application of four critical aspects of community college leadership effectiveness: accountability, institutional effectiveness, assessment, and strategic planning. Leadership effectiveness is directly linked to the role and scope of the programs and services that provide the means of achieving the mission of the college.

- Breadth: EDUC 8612 - Perspectives on Leadership and Strategic Planning in Community Colleges
- Depth: EDUC 8622 - Current Research in Leadership and Strategic Planning in Community Colleges
- Application: EDUC 8632 - Professional Practice in Leadership and Strategic Planning in Community Colleges

### **Advanced Research Courses (4 cr.)**

Those enrolled in this specialization are required to complete an advanced course in quantitative research and have the option of completing other advanced research courses. The university offers three advanced courses; individual programs may have other advanced options. They should refer to their specific programs of study to determine program-specific requirements.

Students are required to complete the following course:

- RSCH 8250D - Advanced Quantitative Reasoning and Analysis

Students also have the option of completing the following courses:

- RSCH 8350D - Advanced Qualitative Reasoning and Analysis
- RSCH 8450D - Advanced Mixed-Methods Reasoning and Analysis

### **Dissertation (20 cr.)**

- EDUC 9000 - Dissertation

### **Curriculum, Instruction, and Assessment Specialization Self-Directed (KAM-Based)**

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

#### **Curriculum**

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

- The foundational social and behavioral sciences
- Scientific inquiry and research methodology
- The student's specialized field chosen from a broad range of professional education studies

#### **Foundation Courses (12 cr.)**

- EDUC 8110 - Development of the Scholar-Practitioner
- EDUC 8111 - Principles of Social Change
- EDUC 8112 - Social Change in Education

#### **Core KAMS II–III (24 cr.)**

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

#### **Core KAM II: Principles of Human Development (12 cr.)**

In KAM II, students explore human development from a variety of perspectives, including those defined by biology, anthropology, and psychology. They examine how culture (e.g., race, nationality, ethnicity, social class, gender, sexual orientation, and disability) influences human

development, and they come to know the individual as part of a larger context in a pluralistic society.

- Breadth: SBSF 8210 - Theories of Human Development
- Depth: EDUC 8225 - Current Research in Human Development and Curriculum, Instruction, and Assessment
- Application: EDUC 8235 - Professional Practice in Human Development in Curriculum, Instruction, and Assessment

### **Core KAM III: Principles of Organizational and Social Systems (12 cr.)**

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

- Breadth: SBSF 8310 - Theories of Organizational and Social Systems
- Depth: EDUC 8325 - Current Research in Social Systems and Change in Curriculum, Instruction, and Assessment
- Application: EDUC 8335 - Professional Practice in Social Systems and Change in Curriculum, Instruction, and Assessment

### **Specialized KAMS V–VI (24 cr.)**

#### **Specialized KAM V: Principles of Curriculum, Instruction, and Assessment (12 cr.)**

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

- Breadth: EDUC 8518 - Theories of Human Learning in Curriculum, Instruction, and Assessment
- Depth: EDUC 8528 - Current Research in Curriculum, Instruction, and Assessment to Optimize Human Learning
- Application: EDUC 8538 - Professional Practice in Learning Related to Curriculum, Instruction, and Assessment

#### **Specialized KAM VI: Leadership in Curriculum, Instruction, and Assessment (12 cr.)**

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

- Breadth: EDUC 8618 - Theories of Leadership in Curriculum, Instruction, and Assessment
- Depth: EDUC 8628 - Current Research and Issues in Development and Leadership of Curriculum, Instruction, and Assessment

- Application: EDUC 8638 - Program Development and Leadership in Curriculum, Instruction, and Assessment

### **Core Research Sequence (12 cr.)**

Courses comprising the core research sequence are conducted online and require weekly readings, participation in discussions, and assignment completion. Course instructors guide discussions and evaluate discussion and application assignments. RSCH 8100D must be completed prior to Residency 2 of the academic residencies. RSCH 8200D and RSCH 8300D must be completed prior to beginning the dissertation or attending Residency 3.

- RSCH 8100D - Research Theory, Design, and Methods
- RSCH 8200D - Quantitative Reasoning and Analysis
- RSCH 8300D - Qualitative Reasoning and Analysis

### **Advanced Research Courses (4 cr.)**

Those enrolled in this specialization are required to complete an advanced course in quantitative research and have the option of completing other advanced research courses. The university offers three advanced courses; individual programs may have other advanced options. They should refer to their specific programs of study to determine program-specific requirements.

Students are required to complete the following course:

- RSCH 8250D - Advanced Quantitative Reasoning and Analysis

Students also have the option of completing the following courses:

- RSCH 8350D - Advanced Qualitative Reasoning and Analysis
- RSCH 8450D - Advanced Mixed-Methods Reasoning and Analysis

### **Dissertation (20 cr.)**

- EDUC 9000 - Dissertation

## **Curriculum, Instruction, and Assessment Specialization (Mixed-Model)**

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

### **Curriculum**

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

- The foundational social and behavioral sciences
- Scientific inquiry and research methodology
- The student's specialized field chosen from a broad range of professional education studies

### **Foundation Courses (12 cr.)**

- EDUC 8110 - Development of the Scholar-Practitioner

- EDUC 8111 - Principles of Social Change
- EDUC 8112 - Social Change in Education

### **Core Courses (24 cr.)**

- EDUC 8113 - The Learner Across the Lifespan
- EDUC 8114 - Learning and Instruction
- EDUC 8115 - Assessment and Accountability in Education
- EDUC 8116 - Leadership in a Global Society
- EDUC 8117 - Educational Organizations and Contexts
- EDUC 8118 - Innovation and Change in Education

### **Core Research Sequence (12 cr.)**

Courses comprising the core research sequence are conducted online and require weekly readings, participation in discussions, and assignment completion. Course instructors guide discussions and evaluate discussion and application assignments. RSCH 8100D must be completed prior to Residency 2 of the academic residencies. RSCH 8200D and RSCH 8300D must be completed prior to beginning the dissertation or attending Residency 3.

- RSCH 8100D - Research Theory, Design, and Methods
- RSCH 8200D - Quantitative Reasoning and Analysis
- RSCH 8300D - Qualitative Reasoning and Analysis

### **Specialized KAMS V–VI (24 cr.)**

#### **Specialized KAM V: Principles of Curriculum, Instruction, and Assessment (12 cr.)**

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

- Breadth: EDUC 8518 - Theories of Human Learning in Curriculum, Instruction, and Assessment
- Depth: EDUC 8528 - Current Research in Curriculum, Instruction, and Assessment to Optimize Human Learning
- Application: EDUC 8538 - Professional Practice in Learning Related to Curriculum, Instruction, and Assessment

#### **Specialized KAM VI: Leadership in Curriculum, Instruction, and Assessment (12 cr.)**

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

- Breadth: EDUC 8618 - Theories of Leadership in Curriculum, Instruction, and Assessment
- Depth: EDUC 8628 - Current Research and Issues in Development and Leadership of Curriculum, Instruction, and Assessment
- Application: EDUC 8638 - Program Development and Leadership in Curriculum, Instruction, and Assessment

### **Advanced Research Courses (4 cr.)**

Those enrolled in this specialization are required to complete an advanced course in quantitative research and have the option of completing other advanced research courses. The university offers three advanced courses; individual programs may have other advanced options. They should refer to their specific programs of study to determine program-specific requirements.

### **Students are required to complete the following course:**

- RSCH 8250D - Advanced Quantitative Reasoning and Analysis

### **Students also have the option of completing the following courses:**

- RSCH 8350D - Advanced Qualitative Reasoning and Analysis
- RSCH 8450D - Advanced Mixed-Methods Reasoning and Analysis

### **Dissertation (20 cr.)**

- EDUC 8900 - Dissertation Companion
- EDUC 9001 - Dissertation

## **Early Childhood Education Specialization Self-Directed (KAM-Based)**

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

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

### **Foundation Courses (12 cr.)**

- EDUC 8110 - Development of the Scholar-Practitioner
- EDUC 8111 - Principles of Social Change
- EDUC 8112 - Social Change in Education

### **Core KAMS II–III (24 cr.)**

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

### **Core KAM II: Principles of Human Development (12 cr.)**

In KAM II, students explore human development from a variety of perspectives, including those defined by biology, anthropology, and psychology. They examine how culture (e.g., race,

nationality, ethnicity, social class, gender, sexual orientation, and disability) influences human development, and they come to know the individual as part of a larger context in a pluralistic society.

- Breadth: SBSF 8210 - Theories of Human Development
- Depth: EDUC 8223 - Current Research: Psychological Foundations of Early Childhood Growth and Development
- Application: EDUC 8233 - Psychological Considerations in Application to Early Childhood Programs

### **Core KAM III: Principles of Organizational and Social Systems (12 cr.)**

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

- Breadth: SBSF 8310 - Theories of Organizational and Social Systems
- Depth: EDUC 8323 - Early Childhood Education: Implications for Social and Organizational Systems
- Application: EDUC 8333 - Professional Practice in Organizational and Social Contexts

### **Core Research Sequence (12 cr.)**

Courses comprising the core research sequence are conducted online and require weekly readings, participation in discussions, and assignment completion. Course instructors guide discussions and evaluate discussion and application assignments. RSCH 8100D must be completed prior to Residency 2 of the academic residencies. RSCH 8200D and RSCH 8300D must be completed prior to beginning the dissertation or attending Residency 3.

- RSCH 8100D - Research Theory, Design, and Methods
- RSCH 8200D - Quantitative Reasoning and Analysis
- RSCH 8300D - Qualitative Reasoning and Analysis

### **Specialized KAMS V-VI (24 cr.)**

#### **Specialized KAM V: Theories of Intelligence, Learning, and Motivation in Early Childhood Education (12 cr.)**

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

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

### **Specialized KAM VI: Critical Issues in the Organization and Planning of Early Childhood Education Programs (12 cr.)**

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

- Breadth: EDUC 8613 - Organization of Early Childhood Education Programs
- Depth: EDUC 8623 - Critical Issues in Early Childhood Programs
- Application: EDUC 8633 - Early Childhood Programs: A Comprehensive Approach

### **Advanced Research Courses (4 cr.)**

Those enrolled in this specialization are required to complete an advanced course in quantitative research and have the option of completing other advanced research courses. The university offers three advanced courses; individual programs may have other advanced options. They should refer to their specific programs of study to determine program-specific requirements.

### **Students are required to complete the following course:**

- RSCH 8250D - Advanced Quantitative Reasoning and Analysis

### **Students also have the option of completing the following courses:**

- RSCH 8350D - Advanced Qualitative Reasoning and Analysis
- RSCH 8450D - Advanced Mixed-Methods Reasoning and Analysis

### **Dissertation (20 cr.)**

- EDUC 9000 - Dissertation

### **Early Childhood Education Specialization (Mixed-Model)**

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

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

### **Curriculum**

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

- The foundational social and behavioral sciences
- Scientific inquiry and research methodology
- The student's specialized field chosen from a broad range of professional education studies

### **Foundation Courses (12 cr.)**

- EDUC 8110 - Development of the Scholar-Practitioner
- EDUC 8111 - Principles of Social Change
- EDUC 8112 - Social Change in Education

### **Core Courses (24 cr.)**

- EDUC 8113 - The Learner Across the Lifespan
- EDUC 8114 - Learning and Instruction
- EDUC 8115 - Assessment and Accountability in Education
- EDUC 8116 - Leadership in a Global Society
- EDUC 8117 - Educational Organizations and Contexts
- EDUC 8118 - Innovation and Change in Education

### **Core Research Sequence (12 cr.)**

Courses comprising the core research sequence are conducted online and require weekly readings, participation in discussions, and assignment completion. Course instructors guide discussions and evaluate discussion and application assignments. RSCH 8100D must be completed prior to Residency 2 of the academic residencies. RSCH 8200D and RSCH 8300D must be completed prior to beginning the dissertation or attending Residency 3.

- RSCH 8100D - Research Theory, Design, and Methods
- RSCH 8200D - Quantitative Reasoning and Analysis
- RSCH 8300D - Qualitative Reasoning and Analysis

### **Specialized KAMS V–VI (24 cr.)**

#### **Specialized KAM V: Theories of Intelligence, Learning, and Motivation in Early Childhood Education (12 cr.)**

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

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

#### **Specialized KAM VI: Critical Issues in the Organization and Planning of Early Childhood Education Programs (12 cr.)**

Critical issues are explored in the organization and planning of early childhood programs, including theoretical perspectives on early childhood education organization, developmentally appropriate practices, and environmental and advocacy issues in early childhood organizational contexts. Depth and Application sections examine licensure and accreditation standards, role of federal and state governments, policy and resource allocation, cultural and linguistic diversity,

family involvement, ramifications of current brain research for program development, and application of early childhood education programs with focus on theory, design, execution, and evaluation.

- Breadth: EDUC 8613 - Organization of Early Childhood Education Programs
- Depth: EDUC 8623 - Critical Issues in Early Childhood Programs
- Application: EDUC 8633 - Early Childhood Programs: A Comprehensive Approach

### **Advanced Research Courses (4 cr.)**

Those enrolled in this specialization are required to complete an advanced course in quantitative research and have the option of completing other advanced research courses. The university offers three advanced courses; individual programs may have other advanced options. They should refer to their specific programs of study to determine program-specific requirements.

### **Students are required to complete the following course:**

- RSCH 8250D - Advanced Quantitative Reasoning and Analysis

### **Students also have the option of completing the following courses:**

- RSCH 8350D - Advanced Qualitative Reasoning and Analysis
- RSCH 8450D - Advanced Mixed-Methods Reasoning and Analysis

### **Dissertation (20 cr.)**

- EDUC 8900 - Dissertation Companion
- EDUC 9001 - Dissertation

## **Educational Technology Specialization**

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

### **Curriculum**

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

- The foundational social and behavioral sciences
- Scientific inquiry and research methodology
- The student's specialized field chosen from a broad range of professional education studies

### **Foundation Courses (12 cr.)**

- EDUC 8110 - Development of the Scholar-Practitioner
- EDUC 8111 - Principles of Social Change
- EDUC 8112 - Social Change in Education

### **Core Courses (12 cr.)**

- EDUC 8113 - The Learner Across the Lifespan
- EDUC 8115 - Assessment and Accountability in Education

- EDUC 8118 - Innovation and Change in Education

### **Core Research Sequence (12 cr.)**

Courses comprising the core research sequence are conducted online and require weekly readings, participation in discussions, and assignment completion. Course instructors guide discussions and evaluate discussion and application assignments. RSCH 8100D must be completed prior to Residency 2 of the academic residencies. RSCH 8200D and RSCH 8300D must be completed prior to beginning the dissertation or attending Residency 3.

- RSCH 8100D - Research Theory, Design, and Methods
- RSCH 8200D - Quantitative Reasoning and Analysis
- RSCH 8300D - Qualitative Reasoning and Analysis

### **Specialization Courses (36 cr.)**

- EDUC 8840 - Evolution of Educational Technology
- EDUC 8841 - Diffusion and Integration of Technology in Education
- EDUC 8842 - Principles of Distance Education
- EDUC 8843 - Leading and Managing Educational Technology
- EDUC 8844 - Designing Instruction for Distance Education
- EDUC 8845 - Learning Theory and Educational Technology
- EDUC 8846 - Current Research in Educational Technology
- EDUC 8847 - Multimedia Technology to Facilitate Learning
- EDUC 8848 - Emerging and Future Technology

### **Advanced Research Courses (4 cr.)**

Those enrolled in this specialization are required to complete an advanced course in quantitative research and have the option of completing other advanced research courses. The university offers three advanced courses; individual programs may have other advanced options. They should refer to their specific programs of study to determine program-specific requirements.

#### **Students are required to complete the following course:**

- RSCH 8250D - Advanced Quantitative Reasoning and Analysis

#### **Students also have the option of completing the following courses:**

- RSCH 8350D - Advanced Qualitative Reasoning and Analysis
- RSCH 8450D - Advanced Mixed-Methods Reasoning and Analysis

### **Dissertation (20 cr.)**

- EDUC 8900 - Dissertation Companion
- EDUC 9001 - Dissertation

### **General Program in Education (Mixed-Model)**

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

### **Foundation Courses (12 cr.)**

- EDUC 8110 - Development of the Scholar-Practitioner
- EDUC 8111 - Principles of Social Change
- EDUC 8112 - Social Change in Education

### **Core Courses (24 cr.)**

- EDUC 8113 - The Learner Across the Lifespan
- EDUC 8114 - Learning and Instruction
- EDUC 8115 - Assessment and Accountability in Education
- EDUC 8116 - Leadership in a Global Society
- EDUC 8117 - Educational Organizations and Contexts
- EDUC 8118 - Innovation and Change in Education

### **Core Research Sequence (12 cr.)**

Courses comprising the core research sequence are conducted online and require weekly readings, participation in discussions, and assignment completion. Course instructors guide discussions and evaluate discussion and application assignments. RSCH 8100D must be completed prior to Residency 2 of the academic residencies. RSCH 8200D and RSCH 8300D must be completed prior to beginning the dissertation or attending Residency 3.

- RSCH 8100D - Research Theory, Design, and Methods
- RSCH 8200D - Quantitative Reasoning and Analysis
- RSCH 8300D - Qualitative Reasoning and Analysis

### **Specialized KAMS V–VI (24 cr.)**

#### **Specialized KAM V: Theories of Intelligence, Learning, and Motivation (12 cr.)**

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

- Breadth: EDUC 8510 - Theories of Intelligence, Learning, and Motivation as a Basic Praxis
- Depth: EDUC 8520 - Educators as Facilitators of Learning for Diverse Populations
- Application: EDUC 8530 - Professional Practice Using Learning Theories

#### **Specialized KAM VI: Learning Institutions: Organization, Purpose, Goals, and Missions (12 cr.)**

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

- Breadth: EDUC 8610 - The Organization of Learning Institutions
- Depth: EDUC 8620 - Social Change in Learning Institutions and Curricula
- Application: EDUC 8630 - Creating and Implementing Educational Change

### **Advanced Research Courses (4 cr.)**

Those enrolled in this specialization are required to complete an advanced course in quantitative research and have the option of completing other advanced research courses. The university offers three advanced courses; individual programs may have other advanced options. They should refer to their specific programs of study to determine program-specific requirements.

#### **Students are required to complete the following course:**

- RSCH 8250D - Advanced Quantitative Reasoning and Analysis

#### **Students also have the option of completing the following courses:**

- RSCH 8350D - Advanced Qualitative Reasoning and Analysis
- RSCH 8450D - Advanced Mixed-Methods Reasoning and Analysis

### **Dissertation (20 cr.)**

- EDUC 8900 - Dissertation Companion
- EDUC 9001 - Dissertation

### **General Program in Education Self-Directed (KAM-Based)**

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

### **Curriculum**

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

- The foundational social and behavioral sciences
- Scientific inquiry and research methodology
- The student's specialized field chosen from a broad range of professional education studies

### **Foundation Courses (12 cr.)**

- EDUC 8110 - Development of the Scholar-Practitioner
- EDUC 8111 - Principles of Social Change
- EDUC 8112 - Social Change in Education

### **Core KAMS II-III (24 cr.)**

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

#### **Core KAM II: Principles of Human Development (12 cr.)**

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

- Breadth: SBSF 8210 - Theories of Human Development
- Depth: SBSF 8220 - Current Research in Human Development

- Application: SBSF 8230 - Professional Practice and Human Development

### **Core KAM III: Principles of Organizational and Social Systems (12 cr.)**

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

- Breadth: SBSF 8310 - Theories of Organizational and Social Systems
- Depth: SBSF 8320 - Current Research in Organizational and Social Systems
- Application: SBSF 8330 - Professional Practice and Organizational and Social Systems

### **Core Research Sequence (12 cr.)**

Courses comprising the core research sequence are conducted online and require weekly readings, participation in discussions, and assignment completion. Course instructors guide discussions and evaluate discussion and application assignments. RSCH 8100D must be completed prior to Residency 2 of the academic residencies. RSCH 8200D and RSCH 8300D must be completed prior to beginning the dissertation or attending Residency 3.

- RSCH 8100D - Research Theory, Design, and Methods
- RSCH 8200D - Quantitative Reasoning and Analysis
- RSCH 8300D - Qualitative Reasoning and Analysis

### **Specialized KAMS V-VI (24 cr.)**

#### **Specialized KAM V: Theories of Intelligence, Learning, and Motivation (12 cr.)**

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

- Breadth: EDUC 8510 - Theories of Intelligence, Learning, and Motivation as a Basic Praxis
- Depth: EDUC 8520 - Educators as Facilitators of Learning for Diverse Populations
- Application: EDUC 8530 - Professional Practice Using Learning Theories

#### **Specialized KAM VI: Learning Institutions: Organization, Purpose, Goals, and Missions (12 cr.)**

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

- Breadth: EDUC 8610 - The Organization of Learning Institutions
- Depth: EDUC 8620 - Social Change in Learning Institutions and Curricula
- Application: EDUC 8630 - Creating and Implementing Educational Change

### **Advanced Research Courses (4 cr.)**

Those enrolled in this specialization are required to complete an advanced course in quantitative research and have the option of completing other advanced research courses. The university offers three advanced courses; individual programs may have other advanced options. They should refer to their specific programs of study to determine program-specific requirements

#### **Students are required to complete the following course:**

- RSCH 8250D - Advanced Quantitative Reasoning and Analysis

#### **Students also have the option of completing the following courses:**

- RSCH 8350D - Advanced Qualitative Reasoning and Analysis
- RSCH 8450D - Advanced Mixed-Methods Reasoning and Analysis

#### **Dissertation (20 cr.)**

- EDUC 9000 - Dissertation

### **Global and Comparative Education (Mixed-Model)**

The Global and Comparative Education specialization introduces students to the practices, policies, and conditions that influence student learning, impact education systems, and shape societies around the world. Through a mixed-model format, students will learn to develop, analyze, and implement new educational policies in a variety of multicultural settings while examining learning systems and strategies in specific international regions. Graduates of this program will be prepared to lead their organizations through the societal and cultural changes that result from globalization and its impacts on education.

#### **Degree Requirements**

- 96 total quarter credit hours
  - Foundations courses (12 cr.)
  - KAMs and/or courses and Research Sequence (64 cr.)
  - Satisfactory progress in all SBSF 8100 registrations
  - Proposal, dissertation, and oral presentations (20 cr.)
  - 16 units of academic residency
  - Minimum 8–10 quarters enrollment
  - ePortfolio

#### **Core Curriculum**

##### **Foundation Courses (12 cr.)**

- EDUC 8110 - Development of the Scholar-Practitioner
- EDUC 8111 - Principles of Social Change
- EDUC 8112 - Social Change in Education

##### **Core Courses (24 cr.)**

- EDUC 8113 - The Learner Across the Lifespan

- EDUC 8114 - Learning and Instruction
- EDUC 8115 - Assessment and Accountability in Education
- EDUC 8116 - Leadership in a Global Society
- EDUC 8117 - Educational Organizations and Contexts
- EDUC 8118 - Innovation and Change in Education

### **Specialized KAMs V-VI (24 cr.)**

#### **Specialized KAM V: Global and Comparative Perspectives on Intelligence, Learning, and Motivation (12 cr.)**

What types of learning opportunities are provided in specific national and cultural contexts, for whom, and for what purposes? How does cultural diversity within a society impact learning opportunities? In this KAM, educators adopt a global and comparative educational perspective to compare, contrast, and synthesize theory and research on intelligence, learning, and motivation. Using this perspective, educators propose innovations to improve educational opportunities in specific national or local settings within a global context.

- Breadth: EDUC 8540 - Culturally-Situated Theories of Intelligence, Learning, and Motivation as a Basic Praxis
- Depth: EDUC 8550 - Implications of Global and Comparative International Research for Intelligence, Motivation, and Learning
- Application: EDUC 8560 - Professional Practice to Promote Success in Global Education

#### **Specialized KAM VI: Global and Transcultural Learning Institutions (12 cr.)**

In this KAM, educators examine critical issues in the organization and planning of learning institutions through a framework of cross-cultural, multinational, and/or international contexts. Educators focus on comparative analysis of programs, purposes, and processes and the movement toward global standardization of school subjects, testing and assessment, and professional knowledge requirements. Candidates analyze the global interconnectedness and potential impact of economic, political, and social systems on local and societal educational practice and programs to promote positive social change.

- Breadth: EDUC 8650 - Organizational Theories on the Role of Learning Institutions Within and Across Societies
- Depth: EDUC 8660 - Comparative Research on Global Change and Its Impact on International, National, and Local Learning Institutions and Curricula
- Application: EDUC 8670 - Transformational Change Through Education in International, National, and Local Sites

#### **Core Research Sequence (12 cr.)**

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

- RSCH 8100D - Research Theory, Design, and Methods
- RSCH 8200D - Quantitative Reasoning and Analysis

- RSCH 8300D - Qualitative Reasoning and Analysis

### **Advanced Research Courses (4 cr.)**

Ph.D. 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 8250D - Advanced Quantitative Reasoning and Analysis
- RSCH 8350D - Advanced Qualitative Reasoning and Analysis
- RSCH 8450D - Advanced Mixed-Methods Reasoning and Analysis

### **Dissertation (20 cr.)**

- EDUC 9001 - Dissertation

### **Higher Education Specialization (Mixed-Model)**

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

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

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

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

### **Foundation Courses (12 cr.)**

- EDUC 8110 - Development of the Scholar-Practitioner
- EDUC 8111 - Principles of Social Change
- EDUC 8112 - Social Change in Education

### **Core Courses (24 cr.)**

- EDUC 8113 - The Learner Across the Lifespan
- EDUC 8114 - Learning and Instruction
- EDUC 8115 - Assessment and Accountability in Education
- EDUC 8116 - Leadership in a Global Society

- EDUC 8117 - Educational Organizations and Contexts
- EDUC 8118 - Innovation and Change in Education

### **Core Research Sequence (12 cr.)**

Courses comprising the core research sequence are conducted online and require weekly readings, participation in discussions, and assignment completion. Course instructors guide discussions and evaluate discussion and application assignments. RSCH 8100D must be completed prior to Residency 2 of the academic residencies. RSCH 8200D and RSCH 8300D must be completed prior to beginning the dissertation or attending Residency 3.

- RSCH 8100D - Research Theory, Design, and Methods
- RSCH 8200D - Quantitative Reasoning and Analysis
- RSCH 8300D - Qualitative Reasoning and Analysis

### **Specialized KAMs V–VI (24 cr.)**

#### **Specialized KAM V: Learning and Development in Higher Education (12 cr.)**

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

- Breadth: EDUC 8516 - Multiple Perspectives on Learning and Development in Higher Education
- Depth: EDUC 8526 - Current Research on Learning and Development in Higher Education
- Application: EDUC 8536 - Application to Improve Professional Practice in Higher Education

#### **Specialized KAM VI: Effectiveness of Higher Education Organizations (12 cr.)**

This KAM concerns effectiveness in higher education from the perspectives of constituents, providers, and regulators or evaluators. It focuses on the major approaches to demonstrating and assuring quality, as called for by external constituents and initiated by internal participants.

Strategies for organizational effectiveness and accountability are reviewed and evaluated within the current climate of change. Evidence for the efficacy of various approaches to improvement is emphasized in an application to professional practice in higher education.

- Breadth: EDUC 8617 - Perspectives on the Effectiveness of Higher Education Organizations
- Depth: EDUC 8627 - Contemporary Strategies for Assuring Effectiveness in Higher Education
- Application: EDUC 8637 - Application of Improvement Strategies in Higher Education

### **Advanced Research Courses (4 cr.)**

Those enrolled in this specialization are required to complete an advanced course in quantitative research and have the option of completing other advanced research courses. The university offers three advanced courses; individual programs may have other advanced options. They should refer to their specific programs of study to determine program-specific requirements

**Students are required to complete the following course:**

- RSCH 8250D - Advanced Quantitative Reasoning and Analysis

**Students also have the option of completing the following courses:**

- RSCH 8350D - Advanced Qualitative Reasoning and Analysis
- RSCH 8450D - Advanced Mixed-Methods Reasoning and Analysis

**Dissertation (20 cr.)**

- EDUC 8900 - Dissertation Companion
- EDUC 9001 - Dissertation

**Higher Education Specialization Self-Directed (KAM-Based)**

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

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

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

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

**Curriculum**

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

- The foundational social and behavioral sciences
- Scientific inquiry and research methodology
- The student's specialized field chosen from a broad range of professional education studies

**Foundation Courses (12 cr.)**

- EDUC 8110 - Development of the Scholar-Practitioner
- EDUC 8111 - Principles of Social Change
- EDUC 8112 - Social Change in Education

**Core KAMS II–III (24 cr.)**

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

### **Core KAM II: Principles of Human Development (12 cr.)**

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

- Breadth: SBSF 8210 - Theories of Human Development
- Depth: EDUC 8227 - Current Research in Ways of Knowing and Individual Differences in Human Development
- Application: EDUC 8237 - Professional Practice and Human Development in Higher Education

### **Core KAM III: Principles of Organizational and Social Systems (12 cr.)**

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

- Breadth: SBSF 8310 - Theories of Organizational and Social Systems
- Depth: EDUC 8327 - Current Research in Social Systems and Change in Higher Education
- Application: EDUC 8337 - Professional Practice in Social Systems and Change: Higher Education

### **Core Research Sequence (12 cr.)**

Courses comprising the core research sequence are conducted online and require weekly readings, participation in discussions, and assignment completion. Course instructors guide discussions and evaluate discussion and application assignments. RSCH 8100D must be completed prior to Residency 2 of the academic residencies. RSCH 8200D and RSCH 8300D must be completed prior to beginning the dissertation or attending Residency 3.

- RSCH 8100D - Research Theory, Design, and Methods
- RSCH 8200D - Quantitative Reasoning and Analysis
- RSCH 8300D - Qualitative Reasoning and Analysis

### **Specialized KAMS V–VI (24 cr.)**

#### **Specialized KAM V: Learning and Development in Higher Education (12 cr.)**

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

- Breadth: EDUC 8516 - Multiple Perspectives on Learning and Development in Higher Education
- Depth: EDUC 8526 - Current Research on Learning and Development in Higher Education
- Application: EDUC 8536 - Application to Improve Professional Practice in Higher Education

### **Specialized KAM VI: Effectiveness of Higher Education Organizations (12 cr.)**

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

- Breadth: EDUC 8617 - Perspectives on the Effectiveness of Higher Education Organizations
- Depth: EDUC 8627 - Contemporary Strategies for Assuring Effectiveness in Higher Education
- Application: EDUC 8637 - Application of Improvement Strategies in Higher Education

### **Advanced Research Courses (4 cr.)**

Those enrolled in this specialization are required to complete an advanced course in quantitative research and have the option of completing other advanced research courses. The university offers three advanced courses; individual programs may have other advanced options. They should refer to their specific programs of study to determine program-specific requirements.

#### **Students are required to complete the following course:**

- RSCH 8250D - Advanced Quantitative Reasoning and Analysis

#### **Students also have the option of completing the following courses:**

- RSCH 8350D - Advanced Qualitative Reasoning and Analysis
- RSCH 8450D - Advanced Mixed-Methods Reasoning and Analysis

### **Dissertation (20 cr.)**

- EDUC 9000 - Dissertation

### **K–12 Educational Leadership Specialization (Mixed-Model)**

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

### **Curriculum**

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

- The foundational social and behavioral sciences
- Scientific inquiry and research methodology
- The student's specialized field chosen from a broad range of professional education studies

### **Foundation Courses (12 cr.)**

- EDUC 8110 - Development of the Scholar-Practitioner
- EDUC 8111 - Principles of Social Change
- EDUC 8112 - Social Change in Education

### **Core Courses (24 cr.)**

- EDUC 8113 - The Learner Across the Lifespan
- EDUC 8114 - Learning and Instruction
- EDUC 8115 - Assessment and Accountability in Education
- EDUC 8116 - Leadership in a Global Society
- EDUC 8117 - Educational Organizations and Contexts
- EDUC 8118 - Innovation and Change in Education

### **Core Research Sequence (12 cr.)**

Courses comprising the core research sequence are conducted online and require weekly readings, participation in discussions, and assignment completion. Course instructors guide discussions and evaluate discussion and application assignments. RSCH 8100D must be completed prior to Residency 2 of the academic residencies. RSCH 8200D and RSCH 8300D must be completed prior to beginning the dissertation or attending Residency 3.

- RSCH 8100D - Research Theory, Design, and Methods
- RSCH 8200D - Quantitative Reasoning and Analysis
- RSCH 8300D - Qualitative Reasoning and Analysis

### **Specialized KAMs V–VI (24 cr.)**

#### **Specialized KAM V: Educational Leadership for Student Success (12 cr.)**

This KAM focuses on the education of K–12 students. The theoretical and research foundations of student learning and the methods that educational leaders use to assure student success are examined. The knowledge gained in this KAM is applied to selected areas of practice in the school and community.

- Breadth: EDUC 8515 - Theories of Student Learning and Leadership for Student Success
- Depth: EDUC 8525 - Current Research on K–12 Educational Leadership for Student Success
- Application: EDUC 8535 - Professional Practice for Student Success

#### **Specialized KAM VI: Educational Leadership for Organizational Effectiveness (12 cr.)**

This KAM focuses on strategies for organizational development, accountability and effectiveness in K–12 settings in the context of the students, faculty, administrators, governing boards and/or the communities that leaders serve. Evidence for the efficacy of various approaches to improvement in organizational functioning is stressed. Education renewal is emphasized in the application to K–12 leadership.

- Breadth: EDUC 8615 - Theories of Organizational Functioning and Development for K–12 Leaders
- Depth: EDUC 8625 - Current Research on Accountability and Organizational Effectiveness for K–12 Leaders
- Application: EDUC 8635 - Professional Practice for Organizational Effectiveness in K–12 Settings

### **Advanced Research Courses (4 cr.)**

Those enrolled in this specialization are required to complete an advanced course in quantitative research and have the option of completing other advanced research courses. The university offers three advanced courses; individual programs may have other advanced options. They should refer to their specific programs of study to determine program-specific requirements

#### **Students are required to complete the following course:**

- RSCH 8250D - Advanced Quantitative Reasoning and Analysis

#### **Students also have the option of completing the following courses:**

- RSCH 8350D - Advanced Qualitative Reasoning and Analysis
- RSCH 8450D - Advanced Mixed-Methods Reasoning and Analysis

#### **Dissertation (20 cr.)**

- EDUC 8900 - Dissertation Companion
- EDUC 9001 - Dissertation

### **K–12 Educational Leadership Specialization Self-Directed (KAM-Based)**

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

The core KAM curriculum in the foundational social and behavioral sciences is designed to advance scholar-practitioners' knowledge and skills in the area of educational leadership, organizational development, policy studies, and administration and management. In the core KAMs, students gain a foundation of knowledge and prepare to enhance their professional practice in a constantly changing environment.

#### **Curriculum**

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

- The foundational social and behavioral sciences
- Scientific inquiry and research methodology
- The student's specialized field chosen from a broad range of professional education studies

#### **Foundation Courses (12 cr.)**

- EDUC 8110 - Development of the Scholar-Practitioner
- EDUC 8111 - Principles of Social Change
- EDUC 8112 - Social Change in Education

#### **Core KAMS II–III (24 cr.)**

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

### **Core KAM II: Principles of Human Development (12 cr.)**

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

- Breadth: SBSF 8210 - Theories of Human Development
- Depth: SBSF 8220 - Current Research in Human Development
- Application: SBSF 8230 - Professional Practice and Human Development

### **Core KAM III: Principles of Organizational and Social Systems (12 cr.)**

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

- Breadth: SBSF 8310 - Theories of Organizational and Social Systems
- Depth: EDUC 8328 - Current Research in Organizational and Social Systems: K-12 Education
- Application: EDUC 8338 - Professional Practice in K-12 Educational Organization

### **Core Research Sequence (12 cr.)**

Courses comprising the core research sequence are conducted online and require weekly readings, participation in discussions, and assignment completion. Course instructors guide discussions and evaluate discussion and application assignments. RSCH 8100D must be completed prior to Residency 2 of the academic residencies. RSCH 8200D and RSCH 8300D must be completed prior to beginning the dissertation or attending Residency 3.

- RSCH 8100D - Research Theory, Design, and Methods
- RSCH 8200D - Quantitative Reasoning and Analysis
- RSCH 8300D - Qualitative Reasoning and Analysis

### **Specialized KAMs V–VI (24 cr.)**

#### **Specialized KAM V: Educational Leadership for Student Success (12 cr.)**

This KAM focuses on the education of K–12 students. The theoretical and research foundations of student learning and the methods that educational leaders use to assure student success are examined. The knowledge gained in this KAM is applied to selected areas of practice in the school and community.

- Breadth: EDUC 8515 - Theories of Student Learning and Leadership for Student Success
- Depth: EDUC 8525 - Current Research on K–12 Educational Leadership for Student Success
- Application: EDUC 8535 - Professional Practice for Student Success

#### **Specialized KAM VI: Educational Leadership for Organizational Effectiveness (12 cr.)**

This KAM focuses on strategies for organizational development, accountability and effectiveness in K–12 settings in the context of the students, faculty, administrators, governing

boards and/or the communities that leaders serve. Evidence for the efficacy of various approaches to improvement in organizational functioning is stressed. Education renewal is emphasized in the application to K–12 leadership.

- Breadth: EDUC 8615 - Theories of Organizational Functioning and Development for K–12 Leaders
- Depth: EDUC 8625 - Current Research on Accountability and Organizational Effectiveness for K–12 Leaders
- Application: EDUC 8635 - Professional Practice for Organizational Effectiveness in K–12 Settings

### **Advanced Research Courses (4 cr.)**

Those enrolled in this specialization are required to complete an advanced course in quantitative research and have the option of completing other advanced research courses. The university offers three advanced courses; individual programs may have other advanced options. They should refer to their specific programs of study to determine program-specific requirements.

Students are required to complete the following course:

- RSCH 8250D - Advanced Quantitative Reasoning and Analysis

**Students also have the option of completing the following courses:**

- RSCH 8350D - Advanced Qualitative Reasoning and Analysis
- RSCH 8450D - Advanced Mixed-Methods Reasoning and Analysis

### **Dissertation (20 cr.)**

- EDUC 9000 - Dissertation

## **Leadership, Policy, and Change Specialization**

The creation and implementation of education policy is critical to advancing change in the field. This specialization is designed for school, district, and educational leaders across the education spectrum, from preschool through higher education, who want to continue to enhance their leadership abilities and influence policy at the local, national, and institutional levels. Students gain the skills needed to provide informed leadership, affect policy, and guide the change process at all levels of the education system. This specialization is offered in a course-based format that allows students to complete a structured timeline to degree completion.

### **Core Curriculum**

#### **Foundation Courses (12 cr.)**

- EDUC 8110 - Development of the Scholar-Practitioner
- EDUC 8111 - Principles of Social Change
- EDUC 8112 - Social Change in Education

#### **Core Courses (24 cr.)**

- EDUC 8113 - The Learner Across the Lifespan
- EDUC 8114 - Learning and Instruction
- EDUC 8115 - Assessment and Accountability in Education

- EDUC 8116 - Leadership in a Global Society
- EDUC 8117 - Educational Organizations and Contexts
- EDUC 8118 - Innovation and Change in Education

### **Specialization Courses (24 cr.)**

- EDUC 8210 - Governance and Politics of Education
- EDUC 8211 - Economics of Education
- EDUC 8212 - Education Law
- EDUC 8213 - Policy Development and Implementation
- EDUC 8214 - Leadership for Change in Education
- EDUC 8215 - Capacity, Capability, and Sustainability

### **Core Research Sequence (12 cr.)**

Courses comprising the core research sequence are conducted online and require weekly readings, participation in discussions, assignment completion. Course instructors guide discussions and evaluate discussion and application assignments. RSCH 8100D must be completed during the second term and is linked to Residency 2 of the academic residencies. RSCH 8200D and RSCH 8300D must be completed prior to registering for Residency 3 and for the dissertation.

- RSCH 8100D - Research Theory, Design, and Methods
- RSCH 8200D - Quantitative Reasoning and Analysis
- RSCH 8300D - Qualitative Reasoning and Analysis

### **Advanced Research Courses (4 cr.)**

Those enrolled in this specialization are required to complete an advanced course in quantitative research and have the option of completing other advanced research courses. The university offers three advanced courses; individual programs may have other advanced options. They should refer to their specific programs of study to determine program-specific requirements.

### **Students are required to complete the following course:**

- RSCH 8250D - Advanced Quantitative Reasoning and Analysis

### **Students also have the option of completing the following courses:**

- RSCH 8350D - Advanced Qualitative Reasoning and Analysis
- RSCH 8450D - Advanced Mixed-Methods Reasoning and Analysis

### **Dissertation (20 cr.)**

- EDUC 8900 - Dissertation Companion
- EDUC 9001 - Dissertation

### **Note on Licensure**

*For initial licensure or adding endorsements (e.g., new teaching fields) to existing licenses, individuals are often required to complete a state-approved licensure program. Walden offers Minnesota state-approved licensure programs in special education, early childhood education, and P-12 principal licensure.*

*Additionally, not all of Walden's programs include a practicum or cover the grade span of K–12, which are requirements for obtaining an endorsement in some states, especially in the area of reading.*

*The graduate degree program and coursework within the program in which you are enrolling is accepted by many states toward upgrading or renewing a license or obtaining a salary increase (depending on state or district policy).*

*Prospective students seeking licensure must research their state licensure requirements to determine (1) if they are required to complete a state-approved licensure program, and (2) if there are any other requirements that apply, especially requirements pertaining to programs provided by out-of-state (except Minnesota) or online institutions.*

*Walden enrollment advisors can provide guidance on licensure issues; 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 or endorsement. For additional guidance on licensure issues, please refer to [www.WaldenU.edu/educlicensure](http://www.WaldenU.edu/educlicensure).*

## **Learning, Instruction, and Innovation Specialization**

This specialization explores creative and innovative approaches to learning that integrate technology with the needs of learners in a global community. Educators gain a comprehensive understanding of learning theory, and they research the cognitive, psychosocial, and environmental dimensions that support learning across the lifespan. This specialization can position educators to become leaders across learning environments—from preschool through higher education—as well as in government, nonprofit, or corporate settings.

### **Core Curriculum**

#### **Foundation Courses (12 cr.)**

- EDUC 8110 - Development of the Scholar-Practitioner
- EDUC 8111 - Principles of Social Change
- EDUC 8112 - Social Change in Education

#### **Core Courses (24 cr.)**

- EDUC 8113 - The Learner Across the Lifespan
- EDUC 8114 - Learning and Instruction
- EDUC 8115 - Assessment and Accountability in Education
- EDUC 8116 - Leadership in a Global Society
- EDUC 8117 - Educational Organizations and Contexts
- EDUC 8118 - Innovation and Change in Education

#### **Specialization Courses (24 cr.)**

- EDUC 8401 - Cognition, Culture, and Learning
- EDUC 8402 - Learning Environments and Organizational Transformation

- EDUC 8403 - Motivation, Engagement, and Learning
- EDUC 8404 - Creativity and Critical Thought
- EDUC 8405 - Assessing Learning: New Trends for Evaluating Learners
- EDUC 8406 - Designing Responsive Curriculum for Learning

### **Core Research Sequence (12 cr.)**

Courses comprising the core research sequence are conducted online and require weekly readings, participation in discussions, and assignment completion. Course instructors guide discussions and evaluate discussion and application assignments. RSCH 8100D must be completed prior to Residency 2 of the academic residencies. RSCH 8200D and RSCH 8300D must be completed prior to beginning the dissertation or attending Residency 3.

- RSCH 8100D - Research Theory, Design, and Methods
- RSCH 8200D - Quantitative Reasoning and Analysis
- RSCH 8300D - Qualitative Reasoning and Analysis

### **Advanced Research Courses (4 cr.)**

Those enrolled in this specialization are required to complete an advanced course in quantitative research and have the option of completing other advanced research courses. The university offers three advanced courses; individual programs may have other advanced options. They should refer to their specific programs of study to determine program-specific requirements.

### **Students are required to complete the following course:**

- RSCH 8250D - Advanced Quantitative Reasoning and Analysis

### **Students also have the option of completing the following courses:**

- RSCH 8350D - Advanced Qualitative Reasoning and Analysis
- RSCH 8450D - Advanced Mixed-Methods Reasoning and Analysis

### **Dissertation (20 cr.)**

- EDUC 8900 - Dissertation Companion
- EDUC 9001 - Dissertation

### **Self-Designed Specialization in Education**

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

**Note:** Students follow the General Program of Study and will develop a focus for their Self-Designed specialization for their advanced Knowledge Area Modules (KAM) V and VI. This can entail substituting KAMS V and VI with Walden Ph.D. program courses (three to four per KAM) or refocusing the KAM itself on the area of specialization. Students will have to supply

the URL of an accredited university that offers a Ph.D. program with similar courses for the program to be approved.

In addition, the Self-Designed program **is not** intended for students who want to teach or apply for certification in a specific area, i.e., history, art, etc. It is suggested that the students interested in this option review the General program requirements carefully.

### **Declaring a Self-Designed Specialization**

Students design and declare the Self-Designed specialization in conjunction with the development of the Professional Development Plan (PDP) during their first quarter. Students are enrolled in the General program for the first quarter and beyond until completion and approval of their PDP and POS. Students work with the General and Self-Designed specialization coordinator who will give final approval of the plan. Failure to meet any of the criteria for the Self-Designed specialization will result in the student continuing in the General Education program and/or petitioning to change to another specialization. Changing specializations may result in extra time to complete degree requirements.

The PDP must clearly reflect how the student intends to integrate the Self-Designed specialization into the Depth and Application sections of all the KAMs, as well as the dissertation. The Breadth component of the specialized KAMs must also support the specialization; however, the Breadth component of the core KAMs is not used to support specializations. Students should complete the *Program of Study* form using the education General Program specialization course numbers for the Breadth, Depth, and Application components of each KAM. The Depth and Application components should include a subtitle that reflects the focus of the student's unique Self-Designed specialization. In the specialized KAMs, the titles of the Breadth component must also reflect the Self-Designed specialization. The core research sequence and advanced research course, which are required in all Ph.D. in Education specializations, are also required in the Self-Designed specialization. Students can contact Academic Advising to discuss the option of substituting 3-4 aligned Walden Ph.D. courses per KAM.

### **Completing a Self-Designed Specialization**

To complete the Self-Designed specialization, students follow the requirements outlined in the Program of Study, demonstrating doctoral-level competency in all academic work and meeting all prescribed Walden University academic program requirements.

### **Note on Licensure**

*For initial licensure or adding endorsements (e.g., new teaching fields) to existing licenses, individuals are often required to complete a state-approved licensure program. Walden offers Minnesota state-approved licensure programs in special education, early childhood education, and P-12 principal licensure.*

*Additionally, not all of Walden's programs include a practicum or cover the grade span of K-12, which are requirements for obtaining an endorsement in some states, especially in the area of reading.*

*The graduate degree program and coursework within the program in which you are enrolling is accepted by many states toward upgrading or renewing a license or obtaining a salary increase (depending on state or district policy).*

*Prospective students seeking licensure must research their state licensure requirements to determine (1) if they are required to complete a state-approved licensure program, and (2) if there are any other requirements that apply, especially requirements pertaining to programs provided by out-of-state (except Minnesota) or online institutions.*

*Walden enrollment advisors can provide guidance on licensure issues; 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 or endorsement. For additional guidance on licensure issues, please refer to [www.WaldenU.edu/educlicensure](http://www.WaldenU.edu/educlicensure).*

### **Special Education Specialization (Mixed-Model)**

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

#### **Learning Outcomes**

By the end of this program, education professionals gain:

1. Knowledge of emerging trends in the field of special education that include adaptive and assistive technology, policy, and service delivery methods for students with special needs.
2. Methods of research design specific to the study of effective special education practices, including single subject, quantitative, and qualitative research designs.
3. In-depth knowledge of specialized academic instructional practices for particular special education needs of students with disabilities.
4. In-depth knowledge of specialized social-emotional and behavioral instructional practices for particular special education needs of students with disabilities.
5. Advanced knowledge of school-wide, problem-solving models that include response to intervention and a multi-tiered model for providing services to students with behavioral and academic challenges.
6. In-depth knowledge of best practices for preparing special educators, including methods for collaboration, consultation, and change theory.
7. Knowledge of special education law and policy and ways to influence the process on behalf of students with disabilities.

#### **Curriculum**

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

- The foundational social and behavioral sciences

- Scientific inquiry and research methodology
- The student's specialized field chosen from a broad range of professional education studies

### **Foundation Courses (12 cr.)**

- EDUC 8110 - Development of the Scholar-Practitioner
- EDUC 8111 - Principles of Social Change
- EDUC 8112 - Social Change in Education

### **Core Courses (24 cr.)**

- EDUC 8113 - The Learner Across the Lifespan
- EDUC 8114 - Learning and Instruction
- EDUC 8115 - Assessment and Accountability in Education
- EDUC 8116 - Leadership in a Global Society
- EDUC 8117 - Educational Organizations and Contexts
- EDUC 8118 - Innovation and Change in Education

### **Core Research Sequence (12 cr.)**

Courses comprising the core research sequence are conducted online and require weekly readings, participation in discussions, and assignment completion. Course instructors guide discussions and evaluate discussion and application assignments. RSCH 8100D must be completed prior to Residency 2 of the academic residencies. RSCH 8200D and RSCH 8300D must be completed prior to beginning the dissertation or attending Residency 3.

- RSCH 8100D - Research Theory, Design, and Methods
- RSCH 8200D - Quantitative Reasoning and Analysis
- RSCH 8300D - Qualitative Reasoning and Analysis

### **Specialized KAMS V–VI (24 cr.)**

#### **Specialized KAM V: Theories of Learning, Motivation, and Intelligence; and Implications for Persons With Special Needs (12 cr.)**

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

- Breadth: EDUC 8511 - Theories and Principles of Human Learning and the Human Side of Exceptionalities
- Depth: EDUC 8521 - Educators as Facilitators of Inclusive Learning in Varied Educational Environments
- Application: EDUC 8531 - Educational Practice Grounded in Principles/Theories of Learning, Diversity, and Inclusion

#### **Specialized KAM VI: Institutional Contexts for Special Education: Leadership, Learning, and Accommodation (12 cr.)**

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

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

- Breadth: EDUC 8611 - Diversity and Exceptionality in Special Education: Leading Within Learning Organizations
- Depth: EDUC 8621 - Due Process in Special Education: Legal and Moral Implications
- Application: EDUC 8631 - Practical Issues in Placement and Service Delivery

### **Advanced Research Courses (4 cr.)**

Those enrolled in this specialization are required to complete an advanced course in quantitative research and have the option of completing other advanced research courses. The university offers three advanced courses; individual programs may have other advanced options. They should refer to their specific programs of study to determine program-specific requirements.

### **Students are required to complete the following course:**

- RSCH 8250D - Advanced Quantitative Reasoning and Analysis

### **Students also have the option of completing the following courses:**

- RSCH 8350D - Advanced Qualitative Reasoning and Analysis
- RSCH 8450D - Advanced Mixed-Methods Reasoning and Analysis

### **Dissertation (20 cr.)**

- EDUC 8900 - Dissertation Companion
- EDUC 9001 - Dissertation

### **Special Education Specialization Self-Directed (KAM-Based)**

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

### **Learning Outcomes**

By the end of this program, education professionals gain:

1. Knowledge of emerging trends in the field of special education that include adaptive and assistive technology, policy, and service delivery methods for students with special needs.
2. Methods of research design specific to the study of effective special education practices, including single subject, quantitative, and qualitative research designs.
3. In-depth knowledge of specialized academic instructional practices for particular special education needs of students with disabilities.
4. In-depth knowledge of specialized social-emotional and behavioral instructional practices for particular special education needs of students with disabilities.

5. Advanced knowledge of school-wide, problem-solving models that include response to intervention and a multi-tiered model for providing services to students with behavioral and academic challenges.
6. In-depth knowledge of best practices for preparing special educators, including methods for collaboration, consultation, and change theory.
7. Knowledge of special education law and policy and ways to influence the process on behalf of students with disabilities.

### **Foundation Courses (12 cr.)**

- EDUC 8110 - Development of the Scholar-Practitioner
- EDUC 8111 - Principles of Social Change
- EDUC 8112 - Social Change in Education

### **Core KAMS II–III (24 cr.)**

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

#### **Core KAM II: Principles of Human Development (12 cr.)**

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

- Breadth: SBSF 8210 - Theories of Human Development
- Depth: EDUC 8221 - Current Research in Human Exceptionality
- Application: EDUC 8231 - Professional Practice and Human Exceptionality

#### **Core KAM III: Principles of Organizational and Social Systems (12 cr.)**

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

- Breadth: SBSF 8310 - Theories of Organizational and Social Systems
- Depth: EDUC 8321 - Individuals With Special Needs: Social, Legal, Political, and Economic Systems in Context
- Application: EDUC 8331 - Professional Issues in Organizations and Systems: Special Education

### **Core Research Sequence (12 cr.)**

Courses comprising the core research sequence are conducted online and require weekly readings, participation in discussions, and assignment completion. Course instructors guide discussions and evaluate discussion and application assignments. RSCH 8100D must be completed prior to Residency 2 of the academic residencies. RSCH 8200D and RSCH 8300D must be completed prior to beginning the dissertation or attending Residency 3.

- RSCH 8100D - Research Theory, Design, and Methods

- RSCH 8200D - Quantitative Reasoning and Analysis
- RSCH 8300D - Qualitative Reasoning and Analysis

### **Specialized KAMs V–VI (24 cr.)**

#### **Specialized KAM V: Theories of Learning, Motivation, and Intelligence; and Implications for Persons With Special Needs (12 cr.)**

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

- Breadth: EDUC 8511 - Theories and Principles of Human Learning and the Human Side of Exceptionalities
- Depth: EDUC 8521 - Educators as Facilitators of Inclusive Learning in Varied Educational Environments
- Application: EDUC 8531 - Educational Practice Grounded in Principles/Theories of Learning, Diversity, and Inclusion

#### **Specialized KAM VI: Institutional Contexts for Special Education: Leadership, Learning, and Accommodation (12 cr.)**

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

- Breadth: EDUC 8611 - Diversity and Exceptionality in Special Education: Leading Within Learning Organizations
- Depth: EDUC 8621 - Due Process in Special Education: Legal and Moral Implications
- Application: EDUC 8631 - Practical Issues in Placement and Service Delivery

### **Advanced Research Courses (4 cr.)**

Those enrolled in this specialization are required to complete an advanced course in quantitative research and have the option of completing other advanced research courses. The university offers three advanced courses; individual programs may have other advanced options. They should refer to their specific programs of study to determine program-specific requirements

#### **Students are required to complete the following course:**

- RSCH 8250D - Advanced Quantitative Reasoning and Analysis

#### **Students also have the option of completing the following courses:**

- RSCH 8350D - Advanced Qualitative Reasoning and Analysis
- RSCH 8450D - Advanced Mixed-Methods Reasoning and Analysis

### **Dissertation (20 cr.)**

- EDUC 9000 - Dissertation

## Post-Doctoral Certificate Programs

### Post-Doctoral Certificate in Assessment, Evaluation, and Accountability

The Post-Doctoral Certificate in Assessment, Evaluation, and Accountability is designed for individuals who have earned a doctoral degree and are interested in building a culture of continuous improvement in education or a broad range of other settings that include healthcare, government, and nonprofits. Coursework emphasizes the analytical thinking, leadership strategies, and assessment systems needed to evaluate the effectiveness of people, programs, and institutions and support data-driven decision making. Students will learn how to develop surveys, create assessments, and review outcomes. A wide variety of communication methods are explored, including presentation technology, technical writing, grant writing, and collaborative communication. Upon completion, students will have a clear understanding of education measurement and the use of assessment information to evaluate learning and achievement, improve programs and initiatives, and determine resource allocations.

#### Certificate Requirements

- 24 total credit hours

#### Curriculum

- EDUC 8350 - A New Vision of Assessment, Evaluation, and Accountability
- EDUC 8351 - Assessment, Evaluation, and Accountability: The Sociological, Political, and Economic Contexts
- EDUC 8352 - Assessing for Individual Growth
- EDUC 8353 - Evaluating and Improving Programs, Organizations, and Systems
- EDUC 8354 - Dynamics of Communication for Impact and Results
- EDUC 8355 - Building a Culture of Continuous Improvement

#### Course Sequence

<i>Quarter</i>	<i>Course</i>	<i>Credits</i>
1	EDUC 8350 - A New Vision of Assessment, Evaluation, and Accountability	4
	EDUC 8351 - Assessment, Evaluation, and Accountability: The Sociological, Political, and Economic Contexts	4
2	EDUC 8352 - Assessing for Individual Growth	4
	EDUC 8353 - Evaluating and Improving Programs, Organizations, and Systems	4
3	EDUC 8354 - Dynamics of Communication for Impact and Results	4
	EDUC 8355 – Building a Culture of Continuous Improvement	4

# College of Health Sciences

## School of Health Sciences

### Bachelor's Degree Programs

#### B.S. in Health Studies

Walden University's B.S. in Health Studies program is designed to empower students as critical and creative thinkers who are capable of addressing the health needs of local and global communities through the delivery of healthcare services. Students will gain the knowledge base required to understand and anticipate the continuing changes in the healthcare industry and prepare health professionals to work within a variety of healthcare settings.

#### Learning Outcomes

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

1. Demonstrate an understanding of how the concepts of health and wellness relate to health promotion and disease prevention.
2. Critically appraise the context and quality of healthcare delivery within and outside of the United States.
3. Apply epidemiological approaches to the study of patterns of disease and injury in populations.
4. Evaluate study designs, methods, and strategies for data analysis used in health-related research.
5. Analyze key behavioral and cultural factors that impact health and healthcare.
6. Demonstrate an understanding of how technology and legal and ethical issues impact the delivery of healthcare services.
7. Analyze the major advantages and disadvantages of an interdisciplinary approach to healthcare delivery.
8. Articulate critical issues in acute and long-term care from the perspective of patient and practitioner.
9. Assess public and global health issues that transcend national borders, class, race, ethnicity, and culture.

#### General Option

The B.S. in Health Studies General option is for students with an A.A. degree, A.S. degree, or with 75 or more quarter transfer credits (no required program concentration).

#### Transfer of Credit (TOC) Snapshot

<b>TOC for General Education courses.</b> Transfer courses must satisfy the following categories for general education: <i>Written and Oral communication (one transferred; the other at Walden); Humanities (two); Mathematics and Natural Sciences (two); Social Sciences (one transferred; the</i>	Up to 35 credits
---	------------------

<i>other at Walden); General Education Elective (one)</i>	
---	--

**TOC for Electives**

Up to 75 credits (three must be at upper level)

TOC for B.S. in Health Studies Core TBD (must be 80% content match to course description)

Total Transfer 110 TOC +

**Remaining Coursework to be Completed at Walden**

**General Education Courses Required of All Students**

WLDN 1000	Dynamics of Walden Success: Learning Lab	1 credit
COMM 1001	Contemporary Communications	5 credits
SOCI 4080	Social Responsibility	5 credits
		<b>11 credits</b>

**B.S. in Health Studies Core Curriculum**

HLTH 1000	Concepts of Health Promotion	5 credits
HLTH 1005	Context of Healthcare Delivery	5 credits
HLTH 2110	Health Informatics	5 credits
HLTH 2115	Aging Across the Lifespan	5 credits
HLTH 2120	Behavioral and Cultural Issues in Healthcare	5 credits
HLTH 3100	Ethical and Legal Issues in Healthcare	5 credits
HLTH 3105	Interdisciplinary Perspectives in Healthcare	5 credits
HLTH 3110	Current Issues in Healthcare Policy and Practice	5 credits
HLTH 3115	Public and Global Health	5 credits
HLTH 4200 (formerly 2100)	Principles of Epidemiology	5 credits
HLTH 4205 (formerly 2105)	Introduction to Research Methods and Analysis	5 credits
HLTH 4900	Capstone	5 credits
<b>TOTAL</b>		<b>60 credits</b>

**Electives**

Choose 15 courses from general education, B.S. in Health Studies, or other Walden bachelor’s degree programs. At least 10 credits must be at the 3000–4000 level. Elective credits should total 75 to meet the program requirements. Students may also be eligible to transfer previous credit to meet their elective requirements.

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

TBD	15	5 credits each, up to 75 quarter credits. Two must be at the 3000 or 4000 level.
-----	----	---

### **Estimated Completion Time = 18 months – 2 years**

**Note:** A minimum of 55 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 academic advisor if they have questions about individual program requirements.

### **Concentrations**

- Child Development
- Disaster and Emergency Management
- Health and Cultural Diversity
- Health Communication
- Health Informatics
- Health Management
- Health Promotion and Wellness
- Health Psychology and Behavior
- Self-Designed

### **Degree Requirements**

- 181 total quarter credit hours (including 45 cr. completed at Walden)
- First course (1 cr.)
- General education courses (45 cr.)
  - Two communications courses (10 cr.): COMM 1001 **AND** ENGL 1001 **OR** ENGL 1001E required
  - Two humanities courses (10 cr.)
  - Two math and science courses (10 cr.): Math 1030 **OR** Math 1040 **OR** STAT 3001 **AND** BIOL 3020 **OR** BIOL 3020E required
  - Two social science courses (10 cr.): SOCI 4080 **AND** another social science course of the student's choosing
  - One general education elective (5 cr.)
- Core courses (55 cr.)
- Concentration courses (30 cr.)
- Elective courses (45 cr.)
- Capstone course (5 cr.)

## **Curriculum**

### **Core Curriculum**

#### **General Education Courses (45 cr.)**

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

**Note:** 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 academic advisor if they have questions about individual program requirements.

#### **First Course (1 cr.)**

- WLDN 1000 - Dynamics of Walden Success: Learning Lab

#### **Health Studies Core (55 cr.)**

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

- HLTH 1000 - Concepts of Health Promotion♦
- HLTH 1005 - Context of Healthcare Delivery♦
- HLTH 2110 - Behavioral and Cultural Issues in Healthcare♦
- HLTH 2115 - Aging Across the Lifespan♦
- HLTH 2120 - Health Informatics♦
- HLTH 3100 - Ethical and Legal Issues in Healthcare♦
- HLTH 3105 - Interdisciplinary Perspectives in Healthcare♦
- HLTH 3110 - Current Issues in Healthcare Policy and Practice♦
- HLTH 3115 - Public and Global Health♦
- HLTH 4200 - Principles of Epidemiology
- HLTH 4205 - Introduction to Research Methods and Analysis

#### **Elective Courses (45 cr.)**

Students are to select nine additional courses to fulfill the elective requirement. Students may choose courses from either general education courses, health studies concentration courses, or courses from any of Walden's bachelor's programs. These 45 credits of electives are in addition to the 5-credit general education elective.

#### **Capstone Course (5 cr.)**

- HLTH 4900 - Capstone

### **Program Data**

Walden is committed to providing the information about your program. Please find detailed information for the [B.S. in Health Studies](#) program relating to the types of occupations this

program may lead to, completion rate, program costs, and median loan debt of students who have graduated from this program.

### **Disaster and Emergency Management Concentration**

Emergency management is geared toward helping individuals and communities prevent, prepare for, and recover from natural and manmade disasters. A professional in this field may be charged with preparing and organizing communities for natural and manmade catastrophes and for building disaster-resilient communities. This includes spearheading and managing activities through each phase of the disaster and emergency management process, from prevention to preparation, relief, and recovery.

Students in this concentration will broaden their knowledge and skills in disaster management and examine threats to public health safety. Students can:

- Learn how to develop long-term measures for reducing risk and preventing future disasters.
- Discover effective methods for leading relief efforts and mobilizing resources when disasters strike, including assessing the needs of victims in emergency situations.
- Examine the importance of disaster and emergency management to homeland security.
- Gain a broader understanding of response tactics associated with terrorism and weapons of mass destruction.

The Disaster and Emergency Management concentration is a great choice for students who are interested in working within a nonprofit or federal agency, such as FEMA; the U.S. military; a private corporation; or a public health organization.

#### **Concentration Curriculum (30 cr.)**

- CRJS 4202 - Mobilizing and Coordinating Community Response♦
- CRJS 4301 - Terrorism♦
- CRJS 4302 - Critical Incidents and Cross-Agency Coordination♦
- CRJS 4303 - WMD and Disaster Response♦
- CRJS 4402 - Planning and Budgeting♦
- PREL 4103 - Crisis Communications♦

#### **Electives**

Choose nine courses from general education, B.S. in Health Studies, or other Walden bachelor's degree programs. At least five credits must be at the 3000–4000 level. Elective credits should total 45 to meet the program requirements. Students may also be eligible to transfer previous credit to meet their elective requirements. **Note on Minors:** Electives can also be used to complete a six-course minor.

### **Health and Cultural Diversity**

The U.S. is growing increasingly diverse. To work effectively as a health professional in today's multicultural world requires individuals to be able to practice within diverse settings and across cultures. This concentration allows students to examine the sociocultural factors that impact

health, such as ethnicity, culture, religion, education, communication, and gender and prepares them to anticipate and overcome challenges in cross-cultural situations.

**Note:** Students who choose this concentration should complete PSYC 1001 - Introduction to Psychology as a general education course or as an elective.

### **Concentration Curriculum (30 cr.)**

- SOCI 2001 - Multicultural Dimensions of Society♦
- PSYC 3005 - Racial and Ethnic Identities♦
- PSYC 4001 - Cultural Perspectives in Health Psychology♦
- COMM 4001 - Intercultural Communication♦
- PSYC 4008 - Intergroup Conflict and Peace Building♦

**And choose one of the following courses:**

- RELG 2001 - World Religions♦
- PSYC 3006 - Psychology of Gender♦

### **Electives**

Choose nine courses from general education, B.S. in Health Studies, or other Walden bachelor's degree programs. At least five credits must be at the 3000–4000 level. Elective credits should total 45 to meet the program requirements. Students may also be eligible to transfer previous credit to meet their elective requirements. **Note on Minors:** Electives can also be used to complete a six-course minor.

### **Health Communication**

Health communication plays an important role in shaping public opinion and influencing health behavior. This concentration prepares health professionals to develop, implement, and evaluate health information for diverse audiences in a variety of settings through a multidisciplinary approach. Students learn about communication theory, techniques, technologies, and channels, as well as how to design various forms of communication through instruction in health, communications, education, public relations, and instructional design.

### **Concentration Curriculum (30 cr.)**

- COMM 1003 - Introduction to Mass Communication♦
- ENGL 2002 - Professional Writing for Successful Communication♦
- PREL 3001 - Principles of Public Relations♦
- MEDC 3001 - Communicating Through Media and Technology♦
- MEDC 4102 - Emerging Media and Global Communication♦
- MEDC 4103 - Emerging Media Design♦

### **Electives**

Choose nine courses from general education, B.S. in Health Studies, or other Walden bachelor's degree programs. At least five credits must be at the 3000–4000 level. Students elective credits should total 45 to meet their 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.

### **Health Informatics**

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.

#### **Concentration Curriculum (30 cr.)**

- CMIS 1001 - Introduction to Information Systems♦
- CMIS 1002 - Information Technology Infrastructure♦
- CMIS 2001 - Internet Computing♦
- CMIS 4101 - Information Security and Privacy♦
- CMIS 4302 - Patient Records Practice and Policy♦
- CMIS 4303 - Healthcare Information Systems Applications♦

#### **Electives**

Choose nine courses from general education, B.S. in Health Studies, or other Walden bachelor's degree programs. At least five] credits must be at the 3000–4000 level. Elective credits should total 45 to meet the program requirements. Students may also be eligible to transfer previous credit to meet their elective requirements. **Note on Minors:** Electives can also be used to complete a six-course minor.

### **Health Management**

The Health 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 Curriculum (30 cr.)**

- BUSI 1002 - Introduction to Management and Leadership♦
- BUSI 2003 - Operations♦
- MRKT 3001 - Marketing♦
- HLTH 4000 - Introduction to Healthcare Management♦
- HLTH 4100 - Healthcare Organization Theory and Behavior♦
- HLTH 4105 - Healthcare Finance and Economics♦

## **Electives**

Choose nine courses from general education, B.S. in Health Studies, or other Walden bachelor's degree programs. At least five credits must be at the 3000–4000 level. Elective credits should total 45 to meet the program requirements. Students may also be eligible to transfer previous credit to meet their elective requirements. **Note on Minors:** Electives can also be used to complete a six-course minor.

## **Health Promotion and Wellness**

Yoga and Pilates. Organic farmers' markets. Community bike paths. A renewed interest in wellness and vitality has prompted the healthcare industry to take a closer look at how people move, what they eat, and why they behave the way they do. Students can stay in step with the sweeping changes that are affecting the nation's health by enrolling in Walden's Bachelor of Science in Health Studies with a concentration in Health Promotion and Wellness. Through coursework that examines the most pressing health issues outlined in Healthy People 2020, this concentration can help students gain the skills to be an advocate for healthier lifestyle choices. Students can use their knowledge to empower individuals and communities to improve physical fitness, nutrition habits, stress management, and interpersonal behaviors. With a curriculum rooted in the latest findings on prevention and wellness, students can learn how to inspire others as they enhance their own wellness.

### **Concentration Courses (30 cr.)**

- HLTH 4300 - Personal Health and Wellness♦
- HLTH 4320 - Nutrition Across the Lifespan♦
- HLTH 4340 - Fit and Well: Core Concepts in Exercise Science♦
- HLTH 4360 - Stress Management and Wellness♦
- HLTH 4380 - Strategies for Health Communication and Wellness♦
- PUBH 3100 - Human Disease and Prevention♦

### **Health Promotion and Wellness (B.S. in Health Studies)**

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.

### **Completion Requirements**

- 181 total credit hours (including 45 cr. completed at Walden)
  - General Education courses (45 cr.)
  - Core courses (56 cr.)
  - Concentration courses (30 cr.)
  - Elective courses (45 cr.)
  - Capstone course (5 cr.)

### **Core Courses (56 cr.)**

- WLDN 1000 - Dynamics of Walden Success: Learning Lab
- HLTH 1000 - Concepts of Health Promotion♦
- HLTH 1005 - Context of Healthcare Delivery♦
- HLTH 2110 - Behavioral and Cultural Issues in Healthcare♦
- HLTH 2115 - Aging Across the Lifespan♦
- HLTH 2120 - Health Informatics♦
- HLTH 4200 - Principles of Epidemiology
- HLTH 4205 - Introduction to Research Methods and Analysis
- HLTH 3100 - Ethical and Legal Issues in Healthcare♦
- HLTH 3105 - Interdisciplinary Perspectives in Healthcare♦
- HLTH 3110 - Current Issues in Healthcare Policy and Practice♦
- HLTH 3115 - Public and Global Health♦

### **Concentration Courses (30 cr.)**

- HLTH 4300 - Personal Health and Wellness♦
- HLTH 4320 - Nutrition Across the Lifespan♦
- HLTH 4340 - Fit and Well: Core Concepts in Exercise Science♦
- HLTH 4360 - Stress Management and Wellness♦
- HLTH 4380 - Strategies for Health Communication and Wellness♦
- PUBH 3100 - Human Disease and Prevention♦

### **Elective Courses (45 cr.)**

Choose nine courses from general education, B.S. in Health Studies, or other Walden bachelor's degree programs. At least five credits must be at the 3000–4000 level. Elective credits should total 45 to meet the program requirements. Students may also be eligible to transfer previous credit to meet their elective requirements. **Note on Minors:** Electives can also be used to complete a six-course minor.

### **Capstone Course (5 cr.)**

- HLTH 4900 - Capstone

## ***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.

### **Concentration Curriculum (30 cr.)**

- PSYC 1001 - Introduction to Psychology♦
- PSYC 2001 - Cross-Cultural Psychology♦

- PSYC 4001 - Cultural Perspectives in Health Psychology♦
- PSYC 2004 - Motivation and Emotion♦
- PSYC 2005 - Social Influences on Behavior♦
- PSYC 4006 - Global Perspectives in Psychology♦

### **Electives**

Choose nine courses from general education, B.S. in Health Studies, or other Walden bachelor's degree programs. At least five credits must be at the 3000–4000 level. Elective credits should total 45 to meet the program requirements. Students may also be eligible to transfer previous credit to meet their elective requirements. **Note on Minors:** Electives can also be used to complete a six-course minor.

### **Self-Designed Concentration**

The Self-Designed concentration is ideal for those students who want a broad view and grounding in a variety of health-related subject areas. Students may choose **six** courses from any of the existing B.S. in Health Services concentrations listed. Students may also petition to use alternate upper-division courses.

### **Concentration Curriculum (30 cr.)**

**Choose six** courses from any of the current B.S. in Health Sciences concentration courses listed below. At least three of these courses must be at the 3000 or 4000 level.

Example of Self-Designed concentration:

- PSYC 2005 - Social Influences on Behavior♦
- PSYC 4001 - Cultural Perspectives in Health Psychology♦
- PSYC 2004 - Motivation and Emotion♦
- EDUC 1006 - Child, Family, and Community Relationships♦
- EDUC 4004 - Children with Special Needs♦
- CMIS 2001 - Internet Computing♦

### **List of B.S. in Health Studies Concentration Courses**

- CMIS 1001 - Introduction to Information Systems♦
- CMIS 1002 - Information Technology Infrastructure♦
- CMIS 2001 - Internet Computing♦
- CMIS 4101 - Information Security and Privacy♦
- CMIS 4302 - Patient Records Practice and Policy♦
- CMIS 4303 - Healthcare Information Systems Applications♦
- COMM 1003 - Introduction to Mass Communication♦
- CRJS 4202 - Mobilizing and Coordinating Community Response♦
- CRJS 4301 - Terrorism♦
- CRJS 4302 - Critical Incidents and Cross-Agency Coordination♦
- CRJS 4303 - WMD and Disaster Response♦

- CRJS 4402 - Planning and Budgeting♦
- EDUC 1004 - Child Development♦
- EDUC 1005 - Child Health, Safety, and Nutrition♦
- EDUC 1006 - Child, Family, and Community Relationships♦
- EDUC 3203 - Infant/Toddler Mental Health♦
- EDUC 4004 - Children with Special Needs♦
- EDUC 4005 - Cultural and Linguistic Diversity♦
- ENGL 2002 - Professional Writing for Successful Communication♦
- MEDC 3001 - Communicating Through Media and Technology♦
- MEDC 4102 - Emerging Media and Global Communication♦
- MEDC 4103 - Emerging Media Design♦
- PREL 3001 - Principles of Public Relations♦
- PREL 4103 - Crisis Communications♦
- PSYC 1001 - Introduction to Psychology♦
- PSYC 2004 - Motivation and Emotion♦
- PSYC 2005 - Social Influences on Behavior♦
- PSYC 3005 - Racial and Ethnic Identities♦
- PSYC 3006 - Psychology of Gender♦
- PSYC 4001 - Cultural Perspectives in Health Psychology♦
- PSYC 4006 - Global Perspectives in Psychology♦
- PSYC 4008 - Intergroup Conflict and Peace Building♦
- RELG 2001 - World Religions♦
- SOCI 2001 - Multicultural Dimensions of Society♦

### **Electives**

Choose nine courses from general education, B.S. in Health Studies, or other Walden bachelor's degree programs. At least five credits must be at the 3000–4000 level. Elective credits should total 45 to meet the program requirements. Students may also be eligible to transfer previous credit to meet their elective requirements. **Note on Minors:** Electives can also be used to complete a six-course minor.

## **B.S. in Healthcare Management**

The B.S. 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.

## **Learning Outcomes**

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

1. Critically appraise the context and quality of healthcare delivery within and outside of the United States.
2. Apply epidemiological approaches to the study of patterns of disease and injury in populations.
3. Evaluate study designs, methods, and strategies for data analysis used in health-related research.
4. Analyze how changing demographics as well as key behavioral and cultural factors impact health and healthcare.
5. Demonstrate an understanding of how technology and legal and ethical issues impact the delivery of healthcare services.
6. Analyze the major advantages and disadvantages of an interdisciplinary approach to healthcare delivery.
7. Articulate critical issues in acute and long-term care from the perspective of patient and practitioner.
8. Assess public and global health issues that transcend national borders, class, race, ethnicity, and culture.
9. Apply healthcare management concepts and theories.
10. Analyze macro and micro factors that impact a healthcare organization's performance.
11. Apply foundational skills relating to fiscal evaluation and financial management.
12. Analyze effective methods for assessing quality and safety within healthcare organizations.
13. Apply planning and evaluation methods used in strategic planning, implementation, evaluation, and marketing of healthcare organizations.
14. Evaluate human resource methods used to effectively recruit, maintain, evaluate, and manage health employees.

## **Degree Requirements**

- 181 total quarter credits (including 45 cr. completed at Walden)
- Required first course (1 cr.)
- General education courses (45 cr.)
  - Two communications courses (10 cr.): COMM 1001 **AND** ENGL 1001 **OR** ENGL 1001E required
  - Two humanities courses (10 cr.)
  - Two math and science courses (10 cr.): Math 1030 **OR** Math 1040 **AND** BIOL 3020 **OR** BIOL 3020E required
  - Two social science courses (10 cr.): SOCI 4080 **AND** another social science course of the student's choosing
  - One general education elective (5 cr.)
- Core courses (85 cr.)
- Elective courses (45 cr.)
- Capstone course (5 cr.)

## Curriculum

### General Education Courses (45 cr.)

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 academic advisor if they have questions about individual program requirements.

### First Course (1 cr.)

- WLDN 1000 - Dynamics of Walden Success: Learning Lab

### Core Courses (85 cr.)

The following courses are required as part of the B.S. in Healthcare Management core:

- HLTH 1000 - Concepts of Health Promotion♦
- HLTH 1005 - Context of Healthcare Delivery♦
- HLTH 2110 - Behavioral and Cultural Issues in Healthcare♦
- HLTH 2115 - Aging Across the Lifespan♦
- HLTH 2120 - Health Informatics♦
- HLTH 3100 - Ethical and Legal Issues in Healthcare♦
- HLTH 3105 - Interdisciplinary Perspectives in Healthcare♦
- HLTH 3110 - Current Issues in Healthcare Policy and Practice♦
- HLTH 4000 - Introduction to Healthcare Management♦
- ACCT 1003 - Introduction to Accounting I♦
- HLTH 4100 - Healthcare Organization Theory and Behavior♦
- HLTH 4105 - Healthcare Finance and Economics♦
- HLTH 4110 - Healthcare Quality and Safety♦
- HLTH 4115 - Strategic Planning and Marketing in Healthcare♦
- HLTH 4120 - Managing the Healthcare Workforce♦
- HLTH 4200 - Principles of Epidemiology
- HLTH 4205 - Introduction to Research Methods and Analysis

### Elective Courses (45 cr.)

Choose nine courses from general education, B.S. in Healthcare Management, or other Walden bachelor's degree programs. Elective credits should total 45 to meet the program requirements. Students may also be eligible to transfer previous credit to meet their elective requirements. **Note on Minors:** Electives can also be used to complete a six-course minor.

**Note:** RN-BSN courses are not available to students outside the RN-BSN program.

### Capstone Course (5 cr.)

- HLTH 4900 - Capstone

## **Program Data**

Walden is committed to providing the information about your program. Please find detailed information for the [B.S. in Healthcare Management](#) program relating to the types of occupations this program may lead to, completion rate, program costs, and median loan debt of students who have graduated from this program.

## **B.S. 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 B.S. 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, health informatics, global health, ethics, health management, and behavioral and cultural issues. Choose to complete a *general* program of study (which allows students to apply transfer credit) or select a concentration to deepen the understanding of a pertinent area of public health. Gain "real world" experience by choosing to complete an optional service learning project, field experience, or study abroad opportunity. This program also provides a solid foundation and fast track for individuals who would like to pursue an advanced degree in public health, such as the master's of public health (MPH) or doctorate in public health.

## **Learning 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.
2. Critically examine the role of public health in protecting and promoting the health of populations locally and globally.
3. Analyze social, political, and economical issues, which impact public health and healthcare delivery systems within and outside of the United States.
4. Explain the biological effects of infectious and chronic disease on the human body as well as basic epidemiological principles used to study patterns of disease and injury among diverse populations.
5. Interpret research relating to public health.
6. Analyze how social, behavioral, cultural, and environmental factors impact the health status of individuals and populations.
7. Apply basic principles related to program planning, health finance, and program evaluation, which are used to develop and implement effective public health programs and services for populations.
8. Identify ways in which technology can be used to improve the health of populations as well as the practice of public health.

9. Analyze legal, regulatory, and ethical issues that impact public health practice.
10. Articulate how public health policy is developed and how individuals and groups influence policy change.
11. Demonstrate effective communication and problem-solving skills necessary for addressing contemporary global public health issues.

### **General Option**

The B.S. in Public Health General Option is for students with an A.A. degree, A.S. degree, or with 75 or more quarter transfer credits (no required program concentration).

### **Transfer of Credit (TOC) Snapshot**

<b>TOC for General Education courses.</b> Transfer courses must satisfy the following categories for general education: <i>Written and Oral communication (one transferred; the other at Walden); Humanities (two); Mathematics and Natural Sciences (two); Social Sciences (one transferred; the other at Walden); General Education Elective (one);</i>	Up to 35 credits
<b>TOC for Electives</b>	Up to 50 credits

### **Remaining Coursework to be Completed at Walden**

#### **General Education Courses Required of All Students**

COMM 1001	Contemporary Communications	5 credits
SOCI 4080	Social Responsibility	5 credits
		<b>10 credits</b>

### **Core Courses (80 cr.)**

<b><i>Course Code</i></b>	<b><i>Course Title</i></b>	<b><i>Credits</i></b>
PUBH 1000	Foundations of Public Health	5
HLTH 1005	Context of Healthcare Delivery	5
HLTH 2120	Health Informatics	5
HLTH 2110	Behavioral and Cultural Issues in Healthcare	5
PUBH 3000	Environmental Health	5
PUBH 3100	Human Disease and Prevention	5
HLTH 3100	Ethical and Legal Issues in Healthcare	5
HLTH 3115	Public and Global Health	5
HLTH 4200	Principles of Epidemiology	5
HLTH 4205	Introduction to Research Methods and Analysis	5
PUBH 4000	Public Health Education and Communication	5
HLTH 4000	Introduction to Health Management	5

HLTH 4105	Healthcare Finance and Economics	5
PUBH 4030	Planning Public Health Programs	5
PUBH 4100	Evaluating Public Health Programs	5
PUBH 4200	Public Health Policy for Social Change	5

### **Elective Courses (50 cr.)**

Students may choose electives from recommended Walden courses and/or transfer in previous credit. Students may also complete a field experience or service learning project and/or may study abroad for elective credit.

### **Capstone (5 cr.)**

<i>Course Code</i>	<i>Course Title</i>	<i>Credits</i>
PUBH 4900	Capstone in Public Health	5

**Note:** A minimum of 55 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 academic advisor if they have questions about individual program requirements.

### **Concentrations**

- Child Development
- Disaster and Emergency Management
- Health and Cultural Diversity
- Health Communication
- Health Informatics
- Health Management
- Health Promotion and Wellness
- Health Psychology and Behavior

### **Degree Requirements**

- 181 total quarter credits (including 45 cr. completed at Walden)
- Required first course (1 cr.)
- General education courses (45 cr.)
  - Two communications courses (10 cr.)
  - COMM 1001 **AND** ENGL 1001 **OR** ENGL 1001E required
  - Two humanities courses (10 cr.)
  - Two math and science courses (10 cr.)
  - STAT 3001 **AND** BIOL 3020 **OR** BIOL 3020E required
  - Two social science courses (10 cr.)
  - SOCI 4080 **AND** another social science course of the student's choosing

- One general education elective (5 cr.)
- Core courses (80 cr.)
- Concentration courses (30 cr.)
- Elective courses (20 cr.)
- Capstone course (5 cr.)

### **General Education Courses (45 cr.)**

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

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

### **First Course (1 cr.)**

- WLDN 1000 - Dynamics of Walden Success: Learning Lab

### **Core Courses (80 cr.)**

*The following courses are required as part of the B.S. in Public Health core.*

- PUBH 1000 - Foundations of Public Health♦
- HLTH 1005 - Context of Healthcare Delivery♦
- HLTH 2120 - Health Informatics♦
- HLTH 2110 - Behavioral and Cultural Issues in Healthcare♦
- PUBH 3000 - Environmental Health♦
- PUBH 3100 - Human Disease and Prevention♦
- HLTH 3100 - Ethical and Legal Issues in Healthcare♦
- HLTH 3115 - Public and Global Health♦
- HLTH 4200 - Principles of Epidemiology
- HLTH 4205 - Introduction to Research Methods and Analysis
- PUBH 4000 - Public Health Education and Communication♦
- HLTH 4000 - Introduction to Healthcare Management♦
- HLTH 4105 - Healthcare Finance and Economics♦
- PUBH 4030 - Planning Public Health Programs♦
- PUBH 4100 - Evaluating Public Health Programs♦
- PUBH 4200 - Public Health Policy for Social Change♦

### **Elective Courses (20 cr.)**

Choose 10 courses from general education, B.S. 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.

Students may also complete a service learning project (IDST 4002), internship (IDST 4003), or study abroad experience (IDST 4004) as electives. Students (who qualify) may also choose the Accelerate into Masters (AIM) option (these courses count toward elective credit).

### **Capstone Course (5 cr.)**

- PUBH 4900 - Capstone in Public Health

### **Program Data**

Walden is committed to providing the information about your program. Please find detailed information for the [B.S. in Public Health](#) program relating to the types of occupations this program may lead to, completion rate, program costs, and median loan debt of students who have graduated from this program.

### **Child Development (30 cr.)**

This concentration is designed to engage and empower adult learners who are interested in learning about how our environment shapes and influences the health and development of children. Special focus is placed on cultural diversity; family and community influences; and social, cognitive, and emotional challenges as they relate to the behavioral growth and the development of children.

#### **Concentration Curriculum (30 cr.)**

- EDUC 1004 - Child Development♦
- EDUC 1005 - Child Health, Safety, and Nutrition♦
- EDUC 1006 - Child, Family, and Community Relationships♦
- EDUC 4004 - Children with Special Needs♦
- EDUC 4005 - Cultural and Linguistic Diversity♦
- EDUC 3203 - Infant/Toddler Mental Health♦

#### **Electives**

Choose four courses from general education, B.S. in Public Health, or other Walden bachelor's degree programs. Elective credits should total 20 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.

### **Child Development Concentration**

This concentration is designed to engage and empower adult learners who are interested in learning about how our environment shapes and influences the health and development of children. Special focus is placed on cultural diversity; family and community influences; and social, cognitive, and emotional challenges as they relate to the behavioral growth and the development of children.

#### **Concentration Curriculum (30 cr.)**

- EDUC 1004 - Child Development♦

- EDUC 1005 - Child Health, Safety, and Nutrition♦
- EDUC 1006 - Child, Family, and Community Relationships♦
- EDUC 4004 - Children with Special Needs♦
- EDUC 4005 - Cultural and Linguistic Diversity♦
- EDUC 3203 - Infant/Toddler Mental Health♦

### **Electives**

Choose nine courses from general education, B.S. in Health Studies, or other Walden bachelor's degree programs. At least five credits must be at the 3000–4000 level. Elective credits should total 45 to meet the program requirements. Students may also be eligible to transfer previous credit to meet their elective requirements. **Note on Minors:** Electives can also be used to complete a six-course minor.

### **Disaster and Emergency Management**

Hurricanes. Pandemic flu. Tsunamis. Terrorism. Whether spawned by Mother Nature or human-made, disasters can occur anywhere at any time. Nations are in need of professionals trained in a variety of disciplines to gain the skills to prepare and organize communities and to build disaster-resilient communities. The Disaster and Emergency Management concentration will broaden students' knowledge and skills in disaster management and will examine threats to public health safety. The concentration also serves as a valuable springboard for students who wish to pursue a graduate-level degree in public health, emergency management, public administration, or criminal justice.

**Note:** FEMA's Emergency Management Institute provides free program resources and materials in addition to training for all universities that develop programs or certificates relating to emergency management. This initiative is called the FEMA Emergency Management Higher Education Program. For more information, go to: <http://training.fema.gov/EMIWeb/edu/> or [training.fema.gov/](http://training.fema.gov/).

### **Concentration Curriculum (30 cr.)**

- HLTH 4050 - Introduction to Disaster and Emergency Management♦
- CRJS 4202 - Mobilizing and Coordinating Community Response♦
- CRJS 4302 - Critical Incidents and Cross-Agency Coordination♦
- CRJS 4402 - Planning and Budgeting♦
- PREL 4103 - Crisis Communications♦

And choose **one** of the following courses:

- CRJS 4301 - Terrorism♦
- CRJS 4303 - WMD and Disaster Response♦

### **Electives**

Choose four courses from general education, B.S. in Public Health, or other Walden bachelor's degree programs. Elective credits should total 20 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.

## **General**

The General concentration is ideal for those students who want a broad view and grounding in a variety of health-related subject areas. Students may choose four to six courses from any of the courses offered in the School of Health Sciences or listed under the B.S. in Public Health concentrations below. Students may also petition to use alternate upper-division courses.

### **Concentration Curriculum (30 cr.)**

Students may choose four to six courses from any of the current B.S. in Health Sciences courses or from the other B. S. concentration courses listed below.

- CMIS 1001 - Introduction to Information Systems♦
- CMIS 1002 - Information Technology Infrastructure♦
- CMIS 2001 - Internet Computing♦
- CMIS 4101 - Information Security and Privacy♦
- CMIS 4302 - Patient Records Practice and Policy♦
- CMIS 4303 - Healthcare Information Systems Applications♦
- COMM 1003 - Introduction to Mass Communication♦
- CRJS 4202 - Mobilizing and Coordinating Community Response♦
- CRJS 4301 - Terrorism♦
- CRJS 4302 - Critical Incidents and Cross-Agency Coordination♦
- CRJS 4303 - WMD and Disaster Response♦
- CRJS 4402 - Planning and Budgeting♦
- EDUC 1004 - Child Development♦
- EDUC 1005 - Child Health, Safety, and Nutrition♦
- EDUC 1006 - Child, Family, and Community Relationships♦
- EDUC 3203 - Infant/Toddler Mental Health♦
- EDUC 4004 - Children with Special Needs♦
- EDUC 4005 - Cultural and Linguistic Diversity♦
- ENGL 2002 - Professional Writing for Successful Communication♦
- HLTH 1000 - Concepts of Health Promotion♦
- HLTH 2115 - Aging Across the Lifespan♦
- HLTH 3105 - Interdisciplinary Perspectives in Healthcare♦
- HLTH 3110 - Current Issues in Healthcare Policy and Practice♦
- HLTH 4100 - Healthcare Organization Theory and Behavior♦
- HLTH 4110 - Healthcare Quality and Safety♦
- HLTH 4115 - Strategic Planning and Marketing in Healthcare♦
- HLTH 4120 - Managing the Healthcare Workforce♦

- HLTH 4050 - Introduction to Disaster and Emergency Management♦
- HLTH 4200 - Principles of Epidemiology
- HLTH 4205 - Introduction to Research Methods and Analysis
- HLTH 4300 - Personal Health and Wellness♦
- HLTH 4340 - Fit and Well: Core Concepts in Exercise Science♦
- HLTH 4320 - Nutrition Across the Lifespan♦
- HLTH 4360 - Stress Management and Wellness♦
- HLTH 4380 - Strategies for Health Communication and Wellness♦
- MEDC 3001 - Communicating Through Media and Technology♦
- MEDC 4102 - Emerging Media and Global Communication♦
- MEDC 4103 - Emerging Media Design♦
- PREL 3001 - Principles of Public Relations♦
- PREL 4103 - Crisis Communications♦
- PSYC 1001 - Introduction to Psychology♦
- PSYC 2004 - Motivation and Emotion♦
- PSYC 2005 - Social Influences on Behavior♦
- PSYC 3005 - Racial and Ethnic Identities♦
- PSYC 3006 - Psychology of Gender♦
- PSYC 4001 - Cultural Perspectives in Health Psychology♦
- PSYC 4006 - Global Perspectives in Psychology♦
- PSYC 4008 - Intergroup Conflict and Peace Building♦
- RELG 2001 - World Religions♦
- SOCI 2001 - Multicultural Dimensions of Society♦

### **Example of a General Concentration**

- PSYC 2005 - Social Influences on Behavior♦
- PSYC 4001 - Cultural Perspectives in Health Psychology♦
- PSYC 2004 - Motivation and Emotion♦
- EDUC 1006 - Child, Family, and Community Relationships♦
- EDUC 4004 - Children with Special Needs♦
- CMIS 2001 - Internet Computing♦

### **Health and Cultural Diversity**

The U.S. is growing increasingly diverse. To work effectively as a health professional in today's multicultural world requires individuals to be able to practice within diverse settings and across cultures. This concentration allows students to examine the sociocultural factors that affect health, such as ethnicity, culture, religion, education, communication, and gender and prepares them to anticipate and overcome challenges in cross-cultural situations.

**Note:** Students who choose this concentration should complete PSYC 1001 - Introduction to Psychology as a general education course or as an elective.

### **Concentration Curriculum (30 cr.)**

- SOCI 2001 - Multicultural Dimensions of Society♦
- PSYC 3005 - Racial and Ethnic Identities♦
- PSYC 4001 - Cultural Perspectives in Health Psychology♦
- COMM 4001 - Intercultural Communication♦
- PSYC 4008 - Intergroup Conflict and Peace Building♦

And choose **one** of the following:

- RELG 2001 - World Religions♦
- PSYC 3006 - Psychology of Gender♦

### **Electives**

Choose four courses from general education, B.S. in Public Health, or other Walden bachelor's degree programs. Elective credits should total 20 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.

### **Health Communication**

Health communication plays an important role in shaping public opinion and influencing health behavior. This concentration prepares health professionals to develop, implement, and evaluate health information for diverse audiences in a variety of settings through a multidisciplinary approach. Students learn about communication theory, techniques, technologies, and channels, as well as how to design various forms of communication through instruction in health, communications, education, public relations, and instructional design.

### **Concentration Curriculum**

- COMM 1003 - Introduction to Mass Communication♦
- ENGL 2002 - Professional Writing for Successful Communication♦
- PREL 3001 - Principles of Public Relations♦
- MEDC 3001 - Communicating Through Media and Technology♦
- MEDC 4102 - Emerging Media and Global Communication♦
- MEDC 4103 - Emerging Media Design♦

### **Electives**

Choose four courses from general education, B.S. in Public Health, or other Walden bachelor's degree programs. Elective credits should total 20 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.

## **Health Informatics**

Digital medical records require operating systems that will protect confidential patient information. This concentration helps 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 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 broadens 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.

### **Concentration Curriculum (30 cr.)**

- CMIS 1001 - Introduction to Information Systems♦
- CMIS 1002 - Information Technology Infrastructure♦
- CMIS 2001 - Internet Computing♦
- CMIS 4101 - Information Security and Privacy♦
- CMIS 4302 - Patient Records Practice and Policy♦
- CMIS 4303 - Healthcare Information Systems Applications♦

### **Electives**

Choose four courses from general education, B.S. in Public Health, or other Walden bachelor's degree programs. Elective credits should total 20 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.

## **Health Management**

The Health Management concentration is ideal for those individuals who wish to develop fundamental management and leadership skills that translate to a variety of employment settings. The concentration integrates coursework in business administration, leadership, organizational theory and behavior, and healthcare management to prepare 21st-century health professionals who can lead effectively, reason critically, act ethically, and advance their professions, organizations, and communities.

### **Concentration Curriculum (20 cr.)**

- BUSI 1002 - Introduction to Management and Leadership♦
- BUSI 2003 - Operations♦
- MRKT 3001 - Marketing♦
- HLTH 4100 - Healthcare Organization Theory and Behavior♦

### **Electives**

Choose six courses from general education, B.S. in Public Health, or other Walden bachelor's degree programs. Elective credits should total 30 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.

## **Health Promotion and Wellness**

With multiple weight-loss shows on television and celebrity exercise regimens discussed in every tabloid, it's hard to decipher what's healthy and what's hype. Now, with the Health Promotion and Wellness concentration, students can help individuals and communities—and even themselves—embrace a healthier lifestyle and achieve optimal wellness.

Rooted in the key initiatives addressed in *Healthy People 2020 Objectives for the Nation*, this concentration can help prepare students for a public health career with an emphasis on raising health literacy. As a public health professional educated in health promotion, students can support the World Health Organization's call to increase prevention efforts, especially those efforts aimed at reducing key risk factors associated with disease and health inequity.

The program's multidisciplinary, multicultural approach helps students position themselves to promote preventive health measures across populations as they explore how nutrition, physical fitness, sexuality and relationships, and stress management affect wellness. Make a positive difference in the community—and in one's own life—by becoming an advocate for healthier lifestyle choices.

### **Concentration Courses (25 cr.)**

- HLTH 4300 - Personal Health and Wellness♦
- HLTH 4320 - Nutrition Across the Lifespan♦
- HLTH 4340 - Fit and Well: Core Concepts in Exercise Science♦
- HLTH 4360 - Stress Management and Wellness♦
- HLTH 4380 - Strategies for Health Communication and Wellness♦

### **Health Promotion and Wellness (B.S. in Public Health)**

The concentration in Health Promotion and Wellness prepares students to help raise health literacy among individuals and populations. Coursework, which is rooted in the findings of the Healthy People 2020 project, examines how factors such as nutrition, exercise, stress management, and mental health affect wellness and overall health. Students learn fundamental wellness principles and explore best practices for the design and development of effective health promotion strategies. By analyzing current issues and research in health and wellness, students build a body of knowledge that they can apply to a broad spectrum of health careers.

### **Completion Requirements**

181 total credit hours (including 45 cr. completed at Walden)

- General Education courses (45 cr.)
- Core courses (81 cr.)
- Concentration courses (25 cr.)
- Elective courses (25 cr.)
- Capstone course (5 cr.)

### **Core Courses (81 cr.)**

- WLDN 1000 - Dynamics of Walden Success: Learning Lab
- PUBH 1000 - Foundations of Public Health♦
- HLTH 1005 - Context of Healthcare Delivery♦
- HLTH 2110 - Behavioral and Cultural Issues in Healthcare♦
- HLTH 2120 - Health Informatics♦
- PUBH 3000 - Environmental Health♦
- PUBH 3100 - Human Disease and Prevention♦
- HLTH 3100 - Ethical and Legal Issues in Healthcare♦
- HLTH 3105 - Interdisciplinary Perspectives in Healthcare♦
- HLTH 3110 - Current Issues in Healthcare Policy and Practice♦
- HLTH 3115 - Public and Global Health♦
- HLTH 4200 - Principles of Epidemiology
- HLTH 4205 - Introduction to Research Methods and Analysis
- PUBH 4000 - Public Health Education and Communication♦
- HLTH 4000 - Introduction to Healthcare Management♦
- HLTH 4105 - Healthcare Finance and Economics♦
- PUBH 4030 - Planning Public Health Programs♦
- PUBH 4100 - Evaluating Public Health Programs♦
- PUBH 4200 - Public Health Policy for Social Change♦

### **Concentration Courses (30 cr.)**

- HLTH 4300 - Personal Health and Wellness♦
- HLTH 4320 - Nutrition Across the Lifespan♦
- HLTH 4340 - Fit and Well: Core Concepts in Exercise Science♦
- HLTH 4360 - Stress Management and Wellness♦
- HLTH 4380 - Strategies for Health Communication and Wellness♦

### **Elective Courses (25 cr.)**

Choose five courses from general education, B.S. in Public Health, or other Walden bachelor's degree programs. Elective credits should total 25 to meet the program requirements. Students may also be eligible to transfer previous credit to meet their elective requirements. **Note on Minors:** Electives can also be used to complete a six-course minor. Although this program requires fewer than six elective courses, students have the option to complete a minor and graduate with more than the required number of credits for this program.

### **Capstone Course (5 cr.)**

- PUBH 4900 - Capstone in Public Health

## **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.

### **Concentration Curriculum (30 cr.)**

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

### **Electives**

Choose four courses from general education, B.S. in Public Health, or other Walden bachelor's degree programs. Elective credits should total 20 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.

## **B.S. to M.S. Articulation**

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

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

### **Requirements**

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

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

**Note:** Students are advised to consult the *Walden University Student Handbook* and contact a member of the Academic Advising Team for more information regarding the Accelerated Into Master's (AIM) program.

## **Curriculum**

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

**Note:** The courses outlined in the Accelerate Into Master's program (AIM) program are 12 weeks in length and are only offered in September, December, March, and June.

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

- PUBH 5101 - Principles of Communication in Public Health
- PUBH 5002 - Essentials of Public Health: A Case Study Approach
- PUBH 5115 - Social, Behavioral, and Cultural Factors in Public Health
- PUBH 5125 - Biostatistics
- PUBH 5145 - Epidemiology
- PUBH 5165 - Environmental Health

**Note:** It is recommended that students complete PUBH 5101 - Principles of Communication in Public Health *prior* to enrolling in any other M.P.H. courses. Further, students should elect to enroll in PUBH 5145 - Epidemiology only after their successful completion of PUBH 5125 - Biostatistics.

## **B.S. in Healthcare Management to Master of Public Health (M.P.H.) Articulation**

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

### **Requirements**

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

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

**Note:** Students are advised to consult the *Walden University Student Handbook* and contact a member of the Academic Advising Team for more information regarding the Accelerate into Master's (AIM) program.

## **Curriculum**

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

**Note:** The courses outlined in the Accelerate into Master's (AIM) program are 12 weeks in length and are only offered in September, December, March, and June.

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

- PUBH 5101 - Principles of Communication in Public Health
- PUBH 5002 - Essentials of Public Health: A Case Study Approach
- PUBH 5115 - Social, Behavioral, and Cultural Factors in Public Health
- PUBH 5125 - Biostatistics
- PUBH 5145 - Epidemiology
- PUBH 5165 - Environmental Health

**Note:** It is recommended that students complete PUBH 5101 - Principles of Communication in Public Health prior to enrolling in any other M.P.H. courses. Further, students should elect to enroll in PUBH 5145 - Epidemiology *only* after their successful completion of PUBH 5125 - Biostatistics.

## Other Undergraduate Options

### Accelerate Into Master's (AIM) Programs

Walden University offers opportunities for advanced 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. Students must select 5000-level courses as electives or replace courses in their B.S. program, and also must meet specific academic requirements.

When undergraduate students attempt a 5000-level course, they may earn a *C* in the graduate-level course but only a grade of *B* or better will carry over to the graduate program. Students who receive a *C* grade will be awarded a grade of *C\**, which will permit the grade to be used toward the undergraduate-level requirement but not toward the master's-level requirement. Students who do not receive a *B* or better are not permitted to continue taking 5000-level courses. Later admission to the master's program requires that students must repeat that course as a master's student.

### Requirements

Walden University offers several opportunities for advanced undergraduate students in certain programs to accelerate time to completion in certain master's degree programs.

1. Undergraduates can complete no more than 50% of the total courses required for master's degree completion, excluding thesis, practicum, or capstone. (Individual programs determine specific eligible courses and some programs may limit the number of courses available.)
2. 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.
  - b. Have completed a minimum of 90 credits and any specific core requirements associated with their bachelor's program listed below. (Individual programs may

determine additional prerequisites.)

- c. Be in good financial standing.
- d. Not have any incompletes.

AIM courses are (5000-level) graduate courses.\*

- a. Tuition for these courses is charged at the undergraduate rate.
- b. Courses taken as an undergraduate count as fulfilling undergraduate degree requirements.
- c. Grades for graduate courses taken as an undergraduate are incorporated into the undergraduate GPA.

Students must get a *B* or better in each course to have that course applied to the master's program.

- Students who get lower than a *B* in an AIM course will not be allowed to take any more 5000-level courses. Later admission to the master's program requires that the student must repeat that course as a master's student.

Students are expected to maintain the undergraduate GPA expected for admission to the associated master's program.

- Falling below this GPA prevents the student from taking any additional graduate courses as an undergraduate student.

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

Students who complete these courses successfully 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.

Taking AIM courses does not guarantee admission into a master's program. Upon admission to the master's program, all AIM graduate courses completed with a *B* or better are applied to graduate program. The graduate GPA is calculated based only on those graduate courses taken as a graduate student.

Institutional coursework expires within 10 years unless otherwise notated by the individual academic unit or program.

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

## AIM Program Chart

<i>Master's program</i>	<i>Eligible courses</i>
<b>The Richard W. Riley College of Education and Leadership</b>	
<p><b>M.S. in Early Childhood Studies</b>  <i>Students may select any or all of these courses. Individual course prerequisites apply.</i></p>	<ul style="list-style-type: none"> <li>• <a href="#">EDUC 5005 - Foundations: Early Childhood Studies</a></li> <li>• <a href="#">EDUC 5160 - Early Childhood Development</a></li> <li>• <a href="#">EDUC 5161 - Effective Programs and Practices</a></li> <li>• <a href="#">EDUC 5162 - Issues and Trends in the Early Childhood Field</a></li> </ul> <p><i>Students must complete all general education and core requirements before beginning these AIM courses.</i></p>
<p><b>M.S. in Instructional Design and Technology</b>  <i>Students may select any or all of these courses. Individual course prerequisites apply.</i></p>	<ul style="list-style-type: none"> <li>• <a href="#">EDUC 5105 - Organizations, Innovation, and Change</a></li> <li>• <a href="#">EDUC 5115 - Learning Theories and Instruction</a></li> <li>• <a href="#">EIDT 5100 - Instructional Design</a></li> <li>• <a href="#">EIDT 5110 - Advanced Instructional Design</a></li> </ul> <p><i>Students must complete all general education and core requirements before beginning these AIM courses.</i></p>
<b>College of Management and Technology</b>	
<i>School of Management</i>	
<p><b>Master of Business Administration</b>  <i>Students may select any or all of these courses. Individual course prerequisites apply.</i></p>	<ul style="list-style-type: none"> <li>• <a href="#">MMBA 5501 - Managing and Leading: A Contemporary Approach</a></li> <li>• <a href="#">MMBA 5510 - Leading People</a> (prereq: MMBA 5501)</li> <li>• <a href="#">MMBA 5520 - Business Operations in the U.S. and Abroad</a> (prereq: MMBA 5510)</li> <li>• <a href="#">MMBA 5540 - Innovation and Technology</a> (prereq: MMBA 5520)</li> <li>• <a href="#">MMBA 5530 - Marketing</a> (prereq: MMBA 5540)</li> </ul>
<b>College of Health Sciences</b>	
<i>School of Health Sciences</i>	
<p><b>Master of Public Health (M.P.H.)</b>  <i>Students may select any or all of these courses. Individual course prerequisites apply.</i></p> <p><i>It is recommended that students complete PUBH 5101 prior to enrolling in any other M.P.H. courses.</i></p>	<ul style="list-style-type: none"> <li>• <a href="#">PUBH 5101 - Principles of Communication in Public Health</a></li> <li>• <a href="#">PUBH 5002 - Essentials of Public Health: A Case Study Approach</a></li> <li>• <a href="#">PUBH 5115 - Social, Behavioral, and Cultural Factors in Public Health</a></li> <li>• <a href="#">PUBH 5165 - Environmental Health</a></li> </ul>

	<ul style="list-style-type: none"> <li>• <a href="#">PUBH 5235 - Program Design, Planning, and Evaluation</a></li> <li>• <a href="#">PUBH 5175 - Health Policy and Management</a></li> </ul> <p><i>Students must complete all general education and core requirements before beginning AIM courses.</i></p>
<p><b>Master of Healthcare Administration (M.H.A.)</b>  <i>Students may select any or all of these courses. Individual course prerequisites apply.</i></p>	<ul style="list-style-type: none"> <li>• <a href="#">MMHA 5015 - Foundations of Healthcare Administration</a></li> <li>• <a href="#">MMHA 5100 - U.S. Healthcare Delivery System</a></li> <li>• <a href="#">MMHA 5135 - Health Policy and Economics</a></li> <li>• <a href="#">MMHA 5205 - Health Law and Ethics</a></li> </ul> <p><i>Students must complete all general education and core requirements before beginning these AIM courses.</i></p>
<b>College of Social and Behavioral Sciences</b>	
<b>School of Public Policy and Administration</b>	
<p><b>Master of Public Administration (M.P.A.)</b>  <i>Students may select up to five of these courses. Individual course prerequisites apply.</i></p>	<ul style="list-style-type: none"> <li>• <a href="#">MMPA 5200 - Introduction to Public Administration</a></li> <li>• <a href="#">MMPA 5405 - Ethics and Social Justice</a></li> <li>• <a href="#">MMPA 5420 - Organizational Management and Leadership</a></li> <li>• <a href="#">MMPA 5431 - Finance and Budgeting for the Public Sector</a></li> <li>• <a href="#">MMPA 5435 - Human Resource Management: Building a Capable Workforce</a></li> <li>• <a href="#">MMPA 5451 - Public Policy Analysis</a></li> <li>• <a href="#">MMPA 5480 - Applied Research and Evaluation Methods</a></li> </ul> <p><i>Students must complete all general education and core requirements before beginning these AIM courses.</i></p>
<p><b>Master of Public Policy (M.P.P.)</b>  <i>Students may select any or all of these courses. Individual course prerequisites apply.</i></p>	<ul style="list-style-type: none"> <li>• <a href="#">MMPP 5280 - Policy and Politics in American Political Institutions</a></li> <li>• <a href="#">MMPP 5405 - Ethics and Social Justice</a></li> <li>• <a href="#">MMPA 5420 - Organizational Management and Leadership</a></li> <li>• <a href="#">MMPA 5431 - Finance and Budgeting for the Public Sector</a></li> <li>• <a href="#">MMPP 5111 - Leadership and Organizational Change</a></li> </ul> <p><i>Students must complete all general education and core requirements before beginning these AIM courses.</i></p>
<p><b>M.S. in Nonprofit Management and Leadership</b>  <i>Students may select up to five of these courses. Individual course prerequisites apply.</i></p>	<ul style="list-style-type: none"> <li>• <a href="#">NPMG 5200 - Introduction to the Nonprofit Sector</a></li> <li>• <a href="#">NPMG 5405 - Ethics and Social Justice</a></li> <li>• <a href="#">NPMG 5420 - Organizational Management and Leadership</a></li> </ul>

	<ul style="list-style-type: none"> <li>• <a href="#">NPMG 5431 - Finance and Budgeting for the Nonprofit Sector</a></li> <li>• <a href="#">NPMG 5435 - Human Resource Management: Building a Capable Workforce</a></li> <li>• <a href="#">NPMG 5480 - Applied Research and Evaluation Methods</a></li> </ul> <p><i>Students must complete all general education and core requirements before beginning these AIM courses.</i></p>
<p><b>M.S. in Criminal Justice</b> <i>Students may select any or all of these courses. Individual course prerequisites apply.</i></p>	<ul style="list-style-type: none"> <li>• <a href="#">CRJS 5137 - The Nature of Crime and Criminology</a></li> <li>• <a href="#">CRJS 5215 - Controversies in Criminal Justice</a></li> <li>• <a href="#">CRJS 5511 - Special Populations</a></li> <li>• <a href="#">CRJS 5217 - Technological Solutions and 21st-Century Crime</a></li> <li>• <a href="#">CRJS 5203 - Victimology</a></li> </ul> <p><i>Students must complete all general education and core requirements before beginning these AIM courses.</i></p>
<p><b>M.S. in Criminal Justice Leadership and Executive Management</b> <i>Students may select any or all of these courses. Individual course prerequisites apply.</i></p>	<ul style="list-style-type: none"> <li>• <a href="#">CRJS 5137 - The Nature of Crime and Criminology</a></li> <li>• <a href="#">CRJS 5215 - Controversies in Criminal Justice</a></li> </ul> <p><i>Students must complete all general education and core requirements before beginning these AIM courses.</i></p>
<b>School of Psychology</b>	
<p><b>M.S. in Psychology</b> <i>Students may select any or all of these courses for the listed specializations. Individual course prerequisites apply.</i></p>	<p><b>Applied Psychology</b></p> <ul style="list-style-type: none"> <li>• <a href="#">PSYC 5215 - Lifespan Development</a></li> <li>• <a href="#">PSYC 5245 - Social Psychology</a></li> <li>• <a href="#">PSYC 5701 - Culture and Psychology</a></li> </ul> <p><b>Crisis Management and Response</b></p> <ul style="list-style-type: none"> <li>• <a href="#">PSYC 5701 - Culture and Psychology</a></li> <li>• <a href="#">PSYC 5740 - Disaster, Crisis, and Trauma</a></li> </ul> <p><b>Educational Psychology</b></p> <ul style="list-style-type: none"> <li>• <a href="#">PSYC 5215 - Lifespan Development</a></li> <li>• <a href="#">PSYC 5240 - Human Motivation</a></li> <li>• <a href="#">PSYC 5701 - Culture and Psychology</a></li> </ul> <p><b>General Psychology</b></p> <ul style="list-style-type: none"> <li>• <a href="#">PSYC 5215 - Lifespan Development</a></li> <li>• <a href="#">PSYC 5245 - Social Psychology</a></li> <li>• <a href="#">PSYC 5701 - Culture and Psychology</a></li> </ul>

	<ul style="list-style-type: none"> <li>• <a href="#">PSYC 5220 - Psychology of Personality</a></li> </ul> <p><b>Health Psychology</b></p> <ul style="list-style-type: none"> <li>• <a href="#">PSYC 5215 - Lifespan Development</a></li> <li>• <a href="#">PSYC 5745 - Health Psychology</a></li> </ul> <p><b>Media Psychology</b></p> <ul style="list-style-type: none"> <li>• <a href="#">PSYC 5245 - Social Psychology</a></li> <li>• <a href="#">PSYC 5701 - Culture and Psychology</a></li> <li>• <a href="#">PSYC 5760 - Psychology and the Media</a></li> </ul> <p><b>Organizational Psychology</b></p> <ul style="list-style-type: none"> <li>• <a href="#">PSYC 5480 - Psychology of Organizational Behavior</a></li> </ul> <p><b>Program Evaluation and Research</b></p> <ul style="list-style-type: none"> <li>• <a href="#">PSYC 5315 - Tests and Measurement</a></li> </ul> <p><b>Psychology of Culture</b></p> <ul style="list-style-type: none"> <li>• <a href="#">PSYC 5245 - Social Psychology</a></li> <li>• <a href="#">PSYC 5701 - Culture and Psychology</a></li> </ul> <p><b>Psychology, Public Administration, and Social Change</b></p> <ul style="list-style-type: none"> <li>• <a href="#">PSYC 5245 - Social Psychology</a></li> <li>• <a href="#">PSYC 5701 - Culture and Psychology</a></li> </ul> <p><b>Social Psychology</b></p> <ul style="list-style-type: none"> <li>• <a href="#">PSYC 5245 - Social Psychology</a></li> <li>• <a href="#">PSYC 5701 - Culture and Psychology</a></li> </ul> <p><b>Terrorism and Security</b></p> <ul style="list-style-type: none"> <li>• <a href="#">PSYC 5245 - Social Psychology</a></li> <li>• <a href="#">PSYC 5741 - Psychology of Terrorism</a></li> </ul> <p><i>Students must complete all general education and core requirements before beginning these AIM courses.</i></p>
<p><b>M.S. in Forensic Psychology</b>  <i>Students may select up to five of these courses. Individual course prerequisites apply.</i></p>	<ul style="list-style-type: none"> <li>• <a href="#">FPSY 5101 - Introduction to Forensic Psychology</a></li> <li>• <a href="#">FPSY 5115 - Understanding Forensic Psychology Research</a></li> <li>• <a href="#">FPSY 5125 - Assessment in Forensic Psychology Settings</a></li> <li>• <a href="#">FPSY 5135 - Criminal Behavior</a></li> <li>• <a href="#">FPSY 5145 - Ethical Issues and Professional Responsibilities in Forensic Psychology</a></li> <li>• <a href="#">FPSY 5720 - Abnormal Behavior</a></li> </ul>

	<i>Students must complete all general education and core requirements before beginning these AIM courses.</i>
--	---

*All semester credits will be converted to quarter credits using the ratio of 1 semester credit equals 1.5 quarter credits.*

## **Undergraduate Minors**

Students have the option to select a minor after starting their undergraduate program. Unlike an undergraduate concentration, a minor must be in a discipline outside the student's major. Students should verify individual requirements for each minor, including which programs are ineligible. An undergraduate minor consists of six or more courses with a minimum of two at the upper level. Students wishing to add a minor to their program should contact their academic advisor. Students may select a maximum of two minors.

- [Minor in Applied Instructional Design and Technology](#)
- [Minor in Business](#)
- [Minor in Child Development](#)
- [Minor in Communication](#)
- [Minor in Criminal Justice](#)
- [Minor in Educational Studies](#)
- [Minor in Healthcare Management](#)
- [Minor in Health Promotion and Wellness](#)
- [Minor in Health Studies](#)
- [Minor in Introductory Design and Technology](#)
- [Minor in Political Science and Public Administration](#)
- [Minor in Psychology](#)
- [Minor in Public Health](#)

### **Minor in Health Promotion and Wellness**

The Undergraduate Minor in Health Promotion and Wellness is for the non-health sciences major student who is interested in learning how to empower individuals and communities to improve physical fitness, nutrition habits, stress management, and interpersonal behaviors. With a curriculum rooted in the latest findings on prevention and wellness, students can learn how to inspire others as they enhance their own wellness.

**Note:** This minor is not available to students in the B.S. in Health Studies, B.S. in Public Health, or the B.S. in Healthcare Management programs.

#### **Required (30 cr.)**

- HLTH 4300 - Personal Health and Wellness♦
- HLTH 4320 - Nutrition Across the Lifespan♦
- HLTH 4340 - Fit and Well: Core Concepts in Exercise Science♦
- HLTH 4360 - Stress Management and Wellness♦

And students choose two of the following:

- HLTH 4380 - Strategies for Health Communication and Wellness♦
- HLTH 2110 - Behavioral and Cultural Issues in Healthcare♦
- PUBH 4000 - Public Health Education and Communication♦
- PUBH 3100 - Human Disease and Prevention♦
- HLTH 3115 - Public and Global Health♦
- PUBH 4030 - Planning Public Health Programs♦
- PUBH 4100 - Evaluating Public Health Programs♦

### **Minor in Health Studies**

The Undergraduate Minor in Health Studies is for the non-health sciences major student and is designed to empower students as critical and creative thinkers who are capable of addressing the health needs of local and global communities through the delivery of healthcare services. Students will gain the knowledge base required to understand and anticipate the continuing changes in the healthcare industry and prepare health professionals to work within a variety of healthcare settings.

*Note:* This minor is not available to students in the B.S. in Health Studies, B.S. in Public Health, or the B.S. in Healthcare Management programs.

#### **Required (30 cr.)**

- HLTH 4300 - Personal Health and Wellness♦
- HLTH 1005 - Context of Healthcare Delivery♦
- HLTH 3115 - Public and Global Health♦

**And students choose three of the following:**

- HLTH 2110 - Behavioral and Cultural Issues in Healthcare♦
- HLTH 2115 - Aging Across the Lifespan♦
- HLTH 3100 - Ethical and Legal Issues in Healthcare♦
- HLTH 3110 - Current Issues in Healthcare Policy and Practice♦
- HLTH 4050 - Introduction to Disaster and Emergency Management♦
- HLTH 4320 - Nutrition Across the Lifespan♦
- HLTH 4340 - Fit and Well: Core Concepts in Exercise Science♦
- HLTH 4360 - Stress Management and Wellness♦
- HLTH 4380 - Strategies for Health Communication and Wellness♦
- PUBH 3000 - Environmental Health♦
- PUBH 3100 - Human Disease and Prevention♦
- PUBH 4000 - Public Health Education and Communication♦
- PUBH 4100 - Evaluating Public Health Programs♦

## **Minor in Healthcare Management**

The Undergraduate Minor in Healthcare Management is for the non-health sciences major student interested in improving the quality, safety, and delivery of health services. Because of the evolving U.S. health system, the aging population, and the projected shortage of healthcare professionals, there is a growing need for healthcare administrators.

**Note:** This minor is not available to students in the B.S. in Health Studies, B.S. in Public Health, or the B.S. in Healthcare Management programs.

### **Required (30 cr.)**

- HLTH 1005 - Context of Healthcare Delivery♦
- HLTH 4000 - Introduction to Healthcare Management♦
- HLTH 4115 - Strategic Planning and Marketing in Healthcare♦
- HLTH 4120 - Managing the Healthcare Workforce♦

### **And students choose two of the following:**

- HLTH 3100 - Ethical and Legal Issues in Healthcare♦
- HLTH 3110 - Current Issues in Healthcare Policy and Practice♦
- HLTH 4100 - Healthcare Organization Theory and Behavior♦
- HLTH 4105 - Healthcare Finance and Economics♦
- HLTH 4110 - Healthcare Quality and Safety♦
- HLTH 2120 - Health Informatics♦

## **Minor in Public Health**

The Undergraduate Minor in Public Health is for the non-health sciences major student. Rooted in the principles and competencies of public health, the curriculum prepares students to translate and apply course content into practice. Students learn about a range of issues impacting population health and healthcare systems, including environmental health, disease prevention, health informatics, global health, ethics, health management, and behavioral and cultural issues.

**Note:** This minor is not available to students in the B.S. in Health Studies, B.S. in Public Health, or the B.S. in Healthcare Management programs.

### **Required (30 cr.)**

- PUBH 1000 - Foundations of Public Health♦
- HLTH 2110 - Behavioral and Cultural Issues in Healthcare♦
- PUBH 3000 - Environmental Health♦
- HLTH 4200 - Principles of Epidemiology

### **And students choose two of the following:**

- HLTH 2115 - Aging Across the Lifespan♦
- HLTH 3100 - Ethical and Legal Issues in Healthcare♦

- HLTH 3110 - Current Issues in Healthcare Policy and Practice♦
- PUBH 3100 - Human Disease and Prevention♦
- HLTH 3115 - Public and Global Health♦
- HLTH 4050 - Introduction to Disaster and Emergency Management♦
- HLTH 4340 - Fit and Well: Core Concepts in Exercise Science♦
- HLTH 4360 - Stress Management and Wellness♦
- HLTH 4380 - Strategies for Health Communication and Wellness♦
- PUBH 4000 - Public Health Education and Communication♦
- PUBH 4030 - Planning Public Health Programs♦
- PUBH 4100 - Evaluating Public Health Programs♦
- PUBH 4200 - Public Health Policy for Social Change♦
- HLTH 4205 - Introduction to Research Methods and Analysis

## Graduate Certificate Programs

### Graduate Certificate in Clinical Research Administration

This certificate program provides students with the knowledge and skills required to effectively monitor and manage clinical research. This includes a detailed understanding of the regulatory environment as well as budget management, biostatistics, epidemiology, and research and development. Specific emphasis is placed on providing an understanding of state-of-the-art clinical research through analysis of the day-to-day operations in clinical testing activities. Credits earned from this certificate program may be applied toward Walden's M.S. in Clinical Research Administration.

Students must meet the master's program admission requirements. Credit from courses taken for a certificate can be applied toward the Master of Clinical Research Administration. 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.

#### **Certificate Requirements**

- 12 total semester credits
- Core courses (12 sem. cr.)

#### **Curriculum (12 cr.)**

##### **Certificate Courses (12 cr.)**

- CLRA 6100 - Introduction to Clinical Research♦
- CLRA 6130 - Ethical, Legal, and Regulatory Considerations in Clinical Investigations♦
- CLRA 6145 - Design and Conduct of the Clinical Protocol♦
- CLRA 6160 - Good Clinical Practice (GCP) in Managing and Monitoring Clinical Trials♦

## **Program Data**

Walden is committed to providing the information about your program. Please find detailed information for the [Graduate Certificate in Clinical Research Administration](#) program relating to the types of occupations this program may lead to, completion rate, program costs, and median loan debt of students who have graduated from this program.

## **Master's Degree Programs**

### **M.S. in Clinical Research Administration**

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

- Management of clinical protocols
- Scientific protocol development
- Ethical and regulatory standards
- Budget management
- Statistics
- FDA regulatory compliance
- Publication in specific drug class and peer-reviewed journals
- R&D/Marketing interface
- The overall management and training of clinical research personnel

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

This program is designed for students who have a broad social science or health background. Specific emphasis is placed on providing state-of-the-art understanding of clinical research execution and management through analysis of the day-to-day operations in clinical testing activities. A culminating practicum provides field experiences in a clinical trial setting.

### **Learning Outcomes**

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

1. Describe basic research strategies, settings, methods, and goals of clinical research, including all aspects of the preclinical and clinical phases of clinical trials.
2. Critique the advantages and disadvantages of various study protocol designs as related to the test product and anticipated endpoints of the clinical research process.
3. Critically appraise published clinical research and interpretation of new research in the context of existing knowledge and global trends/issues.

4. Demonstrate an understanding of the interdependence of the different roles in the clinical research team, including the alliance of subjects, regulatory agencies, sponsors, and sites.
5. Identify ethical, legal, regulatory, and financial considerations that impact clinical trials.
6. Apply the essentials of Good Clinical Practice (GCP).
7. Demonstrate an understanding of how the evolution of the safety and efficacy data in drug, biological, and device developments from preclinical testing through to registration and post-marketing surveillance impact product development.
8. Demonstrate an understanding of the basic physiological and epidemiological causes and correlations of disease as they relate to clinical trial investigations.

### **Degree Requirements**

- 33 total semester credit hours
- Core courses (30 sem. cr.)
- Capstone (3 sem. cr.)
- Curriculum

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

### **Core Course (30 sem. cr.)**

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

### **Capstone Course (3 sem. cr.)**

- CLRA 6560 - Capstone

## Course Sequence

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

### **Practicum (Optional)**

Students in the M.S. in Clinical Research Administration program may elect to earn a practicum experience by adding an additional course, CLRA 6550 - Practicum, to their program of study. Students should contact the Academic Advising Team at any point in their program before completing CLRA 6175 - Biostatistics to request the addition of CLRA 6550 - Practicum to their program of study.

The M.S. in Clinical Research Administration optional practicum is designed to provide students who have finished their coursework with the opportunity to synthesize knowledge, to develop competence in professional practice, to apply knowledge to the solution of Clinical Research Administration problems, and to develop a respect for and a commitment to continued professional knowledge.

The required hours of agency service may take place only during registration in the appropriate seminar. All work hours must occur on or after the official start date of the approved semester and may not go beyond the end date of the semester. Students who cannot complete the practicum hours in one semester must register for the seminar until all field hours are completed.

Students must have completed the first five semesters of required coursework to begin the practicum and must be in good academic standing. Students are advised to begin seeking a practicum placement as early as possible, **but no later than two terms before they plan to**

**begin the practicum.** Details about the practicum, the required forms, the approval process, and important practicum application deadlines are available through students' myWalden university portal.

### **Program Data**

Walden is committed to providing the information about your program. Please find detailed information for the [M.S. in Clinical Research Administration](#) program relating to the types of occupations this program may lead to, completion rate, program costs, and median loan debt of students who have graduated from this program.

### **M.S. in Health Informatics**

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

### **Learning Outcomes**

At the end of this course, students will be able to:

1. Develop skills necessary to utilize health information technology for knowledge management.
2. Identify issues related to the implementation of the electronic health record.
3. Apply the systems development life cycle (SDLC) approach to the utilization of health information systems.
4. Describe key legal, regulatory, and ethical issues related to the utilization of health information technology.
5. Apply information technology to improve healthcare quality.
6. Acquire the skills necessary to contribute to strategic and tactical planning in utilizing health information systems.
7. Articulate the organizational needs and readiness for adoption of health information technology solutions.
8. Apply concepts of leadership in managing organizational change.
9. Describe key financial indicators related to the utilization of health information technology in an organization.
10. Recognize the language, terminology, ontology, acronyms, coding, and classification systems of healthcare and health informatics.
11. Identify the applications of statistical software to support evidence-based research and evaluation.

## Degree Requirements

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

## Curriculum

### Core Course (30 sem. cr.)

- HINF 6100 - Introduction to Health Informatics
- HINF 6115 - U.S. Health System♦
- HINF 6130 - Information Systems Management
- HINF 6145 - Nature, Structure, and Representation of Health Information
- HINF 6160 - Legal, Regulatory, and Ethical Issues♦
- HINF 6175 - Quality Assessment and Improvement♦
- HINF 6190 - Project Management♦
- HINF 6205 - Research Methods and Quantitative Analysis♦
- HINF 6220 - Leadership, Organizational Behavior, and Change Management♦
- HINF 6235 - Healthcare Information Technology Business and Finance♦

### Scholarly Project (3 sem. cr.)

- HINF 6960 - Scholarly Project

### Course Sequence

<i>Semester</i>	<i>Course</i>	<i>Credits</i>
1	HINF 6100 - Introduction to Health Informatics	3 sem. cr.
	HINF 6115 - U.S. Health System	3 sem. cr.
2	HINF 6130 - Information Systems Management	3 sem. cr.
	HINF 6145 - Nature, Structure, and Representation of Health Information	3 sem. cr.
3	HINF 6160 - Legal, Regulatory, and Ethical Issues	3 sem. cr.
	HINF 6175 - Quality Assessment and Improvement	3 sem. cr.
4	HINF 6190 - Project Management	3 sem. cr.
	HINF 6205 - Research Methods and Quantitative Analysis	3 sem. cr.
5	HINF 6220 - Leadership, Organizational Behavior, and Change Management	3 sem. cr.
	HINF 6235 - Healthcare Information Technology Business and Finance	3 sem. cr.

6	HINF 6960 - Scholarly Project	3 sem. cr.
---	-------------------------------	------------

### **Practicum (Optional)**

Students in the M.S. in Health Informatics program may elect to earn a practicum experience by adding an additional course, HINF 6950 Practicum, to their program of study. Students should contact the Academic Advising Team at any point in their program before completing HINF 6205 Research and Program Evaluation to request the addition of HINF 6950 Practicum to their program of study.

The M.S. in Health Informatics optional practicum is designed to provide students who have finished their coursework with the opportunity to synthesize knowledge, to develop competence in professional practice, to apply knowledge to the solution of health information problems, and to develop a respect for and a commitment to continued professional knowledge.

The field practicum takes place in conjunction with registration in HINF 6960 Scholarly Project. The required hours of agency service may take place only during registration in the appropriate seminar. All work hours must occur on or after the official start date of the approved semester and may not go beyond the end date of the semester. Students who cannot complete the practicum hours in one semester must register for the seminar until all field hours are completed.

Students must have completed the first five semesters of required coursework to begin the practicum and must be in good academic standing. Students are advised to begin seeking a practicum placement as early as possible, **but no later than two terms before they plan to begin the practicum**. Details about the practicum, the required forms, the approval process, and important practicum application deadlines are available through students' myWalden university portal.

### **Program Data**

Walden is committed to providing the information about your program. Please find detailed information for the [M.S. in Health Informatics](#) program relating to the types of occupations this program may lead to, completion rate, program costs, and median loan debt of students who have graduated from this program.

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

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

- Hospitals
- Managed care organizations
- Medical group practices
- Ambulatory, long-term care, and home healthcare facilities
- Insurance and pharmaceutical companies
- Consulting firms
- Government

- For-profit and nonprofit sector organizations

The program curriculum is aligned to healthcare management content areas as defined by national healthcare administration standards. Specific emphasis is placed on providing an understanding of clinical service delivery through analysis of the day-to-day operations in clinical support service activities.

## **Learning Outcomes**

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

1. Demonstrate effective communication skills at the individual and group levels.
2. Identify the components of the healthcare delivery system and external environmental factors affecting the management of healthcare organizations.
3. Analyze laws, regulations, court decisions, and health policy that impact healthcare organizations and health services delivery.
4. Demonstrate ethical choices, values, and professional behavior in healthcare management roles/decision making.
5. Analyze the responsibility and operations of a healthcare organization to identify and resolve problems and improve performance.
6. Use statistical reasoning in interpreting quantitative and qualitative research and organizational data.
7. Demonstrate critical thinking and effective decision making through financial management, strategic planning, economic analysis, and quality assessment and improvement.
8. Demonstrate an understanding of the roles, perspectives, and expectations of clinical practitioners, how they differ from non-clinical staff, and the challenges these differences present for management.

## **Degree Requirements**

- 36 total semester credit hours
- Core courses (36 sem. cr.)
- ePortfolio

## **Curriculum**

### **Core Courses (36 sem. cr.)**

- MMHA 6015 - Foundations of Healthcare Administration
- MMHA 6100 - U.S. Healthcare Delivery System♦
- MMHA 6115 - Research Methods and Quantitative Analysis♦
- MMHA 6190 - Organizational Development and Leadership♦
- MMHA 6135 - Health Policy and Economics♦
- MMHA 6160 - Financial Management

- MMHA 6205 - Health Law and Ethics♦
- MMHA 6220 - Human Resource Management♦
- MMHA 6235 - Operations Analysis♦
- MMHA 6250 - Quality Assessment and Improvement♦
- MMHA 6265 - Health Informatics and Technology♦
- MMHA 6280 - Strategic Planning and Implementation

### Course Sequence

<i>Semester</i>	<i>Course</i>	<i>Credits</i>
1	MMHA 6015 - Foundations of Healthcare Administration	3 sem. cr.
	MMHA 6100 - U.S. Healthcare Delivery System	3 sem. cr.
2	MMHA 6115 - Research Methods and Quantitative Analysis	3 sem. cr.
	MMHA 6190 - Organizational Development and Leadership	3 sem. cr.
3	MMHA 6135 - Health Policy and Economics	3 sem. cr.
	MMHA 6160 - Financial Management	3 sem. cr.
4	MMHA 6205 - Health Law and Ethics	3 sem. cr.
	MMHA 6220 - Human Resources Management	3 sem. cr.
5	MMHA 6235 - Operations Analysis	3 sem. cr.
	MMHA 6250 - Quality Assessment and Improvement	3 sem. cr.
6	MMHA 6265 - Health Informatics and Technology	3 sem. cr.
	MMHA 6280 - Strategic Planning and Implementation	3 sem. cr.

### Program Data

Walden is committed to providing the information about your program. Please find detailed information for the [Master of Healthcare Administration \(M.H.A.\)](#) program relating to the types of occupations this program may lead to, completion rate, program costs, and median loan debt of students who have graduated from this program.

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

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

The program curriculum is aligned to public health content areas as defined by national public health associations and organizations.

## **Learning Outcomes**

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

1. Utilize culturally appropriate communication skills to convey prevention and intervention strategies used to improve health outcomes among diverse local and global populations.
2. Demonstrate an understanding of how research methods, biostatistical data and software, and the epidemiological approach impact the study of patterns of disease, disability, and injury.
3. Evaluate biological, environmental, legal, and regulatory factors that affect the health of local and global communities.
4. Evaluate the major social, behavioral, and cultural factors that affect the health of local and global populations.
5. Appropriately access, interpret, and evaluate public health data that are available through the use of information technology.
6. Analyze essential services, systems, public policies, and associated challenges that impact the health of local and global communities.
7. Demonstrate skills needed for sound leadership and decision making in public health, including applications of ethics and professionalism.
8. Apply health management and systems thinking to public health agencies, programs, policies, and issues.
9. Apply the principles of program design, implementation, and evaluation to improve the health of local and global populations.
10. Exhibit a commitment to professional and ethically responsible public health research and practice.

## **Degree Requirements**

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

## **Curriculum**

### **Foundation Course (2 cr.)**

- PUBH 6101 - Principles of Communication in Public Health

### **Core Courses (46 cr.)**

- PUBH 6002 - Essentials of Public Health: A Case Study Approach♦
- PUBH 6115 - Social, Behavioral, and Cultural Factors in Public Health♦
- PUBH 6125 - Biostatistics♦

- PUBH 6135 - Leadership, Professionalism, and Ethics in Public Health Practice♦
- PUBH 6145 - Epidemiology♦
- PUBH 6155 - Research in Public Health♦
- PUBH 6165 - Environmental Health♦
- PUBH 6170 - Public Health Biology♦
- PUBH 6175 - Health Policy and Management♦
- PUBH 6227 - Health Informatics♦
- PUBH 6235 - Program Design, Planning, and Evaluation♦
- PUBH 6260 - Legal and Regulatory Aspects of Public Health♦

**Practicum (8 cr.)**

- PUBH 6635 - Practicum I: Field Experience in Public Health
- PUBH 6636 - Practicum II: Capstone Experience in Public Health

**Course Sequence**

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

## **Program Data**

Walden is committed to providing the information about your program. Please find detailed information for the [Master of Public Health \(M.P.H.\)](#) program relating to the types of occupations this program may lead to, completion rate, program costs, and median loan debt of students who have graduated from this program.

## **Doctoral Degree Programs**

### **Ph.D. in Health Services (Course-Based)**

The Ph.D. 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.

### **Specializations**

- Community Health
- Healthcare Administration
- Leadership
- Public Health Policy Specialization
- Self-Designed

### **Degree Requirements**

- 99–101 quarter credits
- Foundation course (1 cr.)
- Core courses (30 cr.)

- Foundation Research Sequence (12 cr.)
- Advanced research course (4 cr.)
- Writing course (5 cr.)
- Specialization courses (19 cr.)
- Electives (8–10 cr.)
- Proposal, dissertation, and oral presentation (20 cr.)
- Minimum 10 quarters enrollment
- 16 units of academic residency (four 4-day residencies)

## **Core Curriculum**

### **Foundation Course (1 cr.)**

- HLTH 8001 - Foundations of Graduate Study

All beginning Ph.D. in Health Services students are required to successfully complete this course and are automatically enrolled in it during their first quarter.

### **Core Courses (30 cr.)**

- HLTH 8410 - U.S. Healthcare Delivery System
- HLTH 8415 - Organizational Development and Leadership
- HLTH 8420 - Health Economics
- HLTH 8425 - Health Policy
- HLTH 8430 - Healthcare Financial Management
- HLTH 8435 - Health Law and Ethics

### **Foundation Research Sequence (12 cr.)**

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 8100X must be completed prior to Residency 2 of the academic residencies. RSCH 8200X and RSCH 8300X must be completed prior to beginning the dissertation or attending Residency 3.

- RSCH 8100X - Research Theory, Design, and Methods
- RSCH 8200X - Quantitative Reasoning and Analysis
- RSCH 8300X - Qualitative Reasoning and Analysis

### **Advanced Research Course (4 cr.)**

All Ph.D. 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 8250X - Advanced Quantitative Reasoning and Analysis

- RSCH 8350X - Advanced Qualitative Reasoning and Analysis
- RSCH 8450X - Advanced Mixed-Methods Reasoning and Analysis

### **Writing Course (5 cr.)**

- HLTH 8550 - Writing a Quality Prospectus

### **Dissertation (20 cr.)**

- HLTH 9001 - Health Services Dissertation

## **Ph.D. in Health Services for M.H.A. Graduates (Course-Based)**

Students who hold a Master of Healthcare Administration (M.H.A.) degree now have the opportunity to complete Walden's Ph.D. in Health Services in less time. The special program of study recognizes the academic progress previously achieved with an M.H.A. degree and waives 30 credits of foundation courses and one elective course required for the Ph.D. 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 M.H.A. program, as well as to students who hold an M.H.A. degree from another accredited university.

### ***Degree Requirements for Students Who Hold an M.H.A. Degree***

- 65–66 quarter credits
- Foundation course (1 cr.)
- Foundation Research Sequence (12 cr.)
- Advanced research course (4 cr.)
- Writing course (5 cr.)
- Specialization courses (19 cr.)
- Elective (4–5 cr.)
- Proposal, dissertation, and oral presentation (20 cr.)
- Minimum 10 quarters enrollment
- 16 units of academic residency (four 4-day residencies)

### ***Program Data***

Walden is committed to providing the information about your program. Please find detailed information for the [Ph.D. in Health Services](#) relating to the types of occupations this program may lead to, completion rate, program costs, and median loan debt of students who have graduated from this program.

### ***Community Health Specialization***

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 Curriculum (19 cr.)**

- HLTH 8450 - Community Health Assessment♦
- HLTH 8440 - Application of Public Health and Behavior Change Theories♦
- HLTH 8050 - Population Health and Issues in Disease Prevention♦
- HLTH 8129 - Communications, Marketing, and Public Relations for Public Health Leaders♦

### **Healthcare Administration Specialization**

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 Curriculum (19 cr.)**

- HLTH 8136 - Leadership, Professionalism, and Ethics in Public Health Practice
- HLTH 8400 - Public Health Leadership and Systems Thinking♦
- HLTH 8465 - Strategic Planning: Collaboration, Cooperation, and Coordination
- HLTH 8112 - Governance and Public Policy

### **Leadership Specialization**

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 Curriculum (19 cr.)**

- HLTH 8136 - Leadership, Professionalism, and Ethics in Public Health Practice

- HLTH 8400 - Public Health Leadership and Systems Thinking♦
- HLTH 8111 - Leadership and Organizational Change
- HLTH 8392 - The Language of Leadership

### ***Self-Designed Specialization in Health Services***

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.

**Students will select four courses for the Self-Designed specialization.**

#### **Specialization Curriculum (19-20 cr.)**

##### **Choose three:**

- HLTH 8400 - Public Health Leadership and Systems Thinking♦
- HLTH 8450 - Community Health Assessment♦
- HLTH 8129 - Communications, Marketing, and Public Relations for Public Health Leaders♦
- HLTH 8475 - Advanced Program Planning Implementation and Evaluation♦
- HLTH 8050 - Population Health and Issues in Disease Prevention♦

##### **Choose one:**

**Select one course from any other Ph.D. in Health Services specialization.**

### ***Public Health Policy Specialization***

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 Curriculum (19 cr.)**

- HLTH 8175 - Health Policy and Management
- HLTH 8451 - Public Policy Analysis♦
- HLTH 8431 - Finance and Budgeting for the Public Sector♦
- HLTH 8475 - Advanced Program Planning Implementation and Evaluation♦

## **Ph.D. in Public Health**

The Ph.D. in Public Health program focuses on seeking solutions to significant public health problems by applying and integrating knowledge into public health practice and research. The program fosters the development and demonstration of research and analytical skills to prepare students for careers in academia or in public and private organizations and institutions. Students may elect to specialize in either Community Health Education or Epidemiology.

### **Learning Outcomes**

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

1. Utilize critical-thinking and assessment skills in order to analyze barriers, assess needs, and advance the knowledge and practice of public health.
2. Evaluate and apply population-based theories and strategies used in the prevention of disease and disability.
3. Lead and inform professional communication, marketing, and public relations on key issues in public health.
4. Apply fiscal and organizational tenets to public health program leadership.
5. Demonstrate advanced competency in health informatics and surveillance techniques used in public health programs.
6. Apply public health research to promote positive social change concerning the health of diverse populations.

### **Specializations**

Community Health Education  
Epidemiology

### **Degree Requirements**

- Number of credits depends on specialization
  - Track I:** 82–83 total quarter credit hours
  - Track II:** 110–111 total quarter credit hours

- Professional Development Plan and program of study
- Foundation courses (6–34 cr., depending on the track)
- Core courses (23 cr.)
- Specialization courses (33–34 cr., depending on specialization)
- Research proposal, dissertation, and oral presentation (20 cr.)
- Minimum 10 quarters' enrollment
- 16 units of academic residency (four 4-day residencies)
- Measured Success Writing Assessment

## **Curriculum**

The Ph.D. 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 I:** Students who enter the program with a master's degree in public health complete PUBH 8005 Foundations for Graduate Study followed by the program's core and specialization courses.
- **Track II:** 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 II, followed by the core and specialization courses.

## **Foundation Curriculum**

### **Foundation Courses: All Tracks (6 cr.)**

- PUBH 8005 - Foundations for Graduate Study♦
- PUBH 8050 - Population Health and Issues in Disease Prevention♦

### **Foundation Courses: Track II (34 cr.)**

- PUBH 8115 - Social, Behavioral, and Cultural Factors in Public Health♦
- PUBH 8002 - Essentials of Public Health: A Case Study Approach♦
- PUBH 8125 - Biostatistics♦
- PUBH 8145 - Epidemiology♦
- PUBH 8155 - Research in Public Health♦
- PUBH 8165 - Environmental Health♦
- PUBH 8175 - Health Policy and Management♦

## **Core Curriculum**

### **Core Courses (23 cr.)**

- PUBH 8130 - Communications, Marketing, and Public Relations for Public Health Leaders♦
- RSCH 8100C - Research Theory, Design, and Methods
- PUBH 8270 - Health Informatics and Surveillance♦